

# The WEST CHESTER BULLETIN

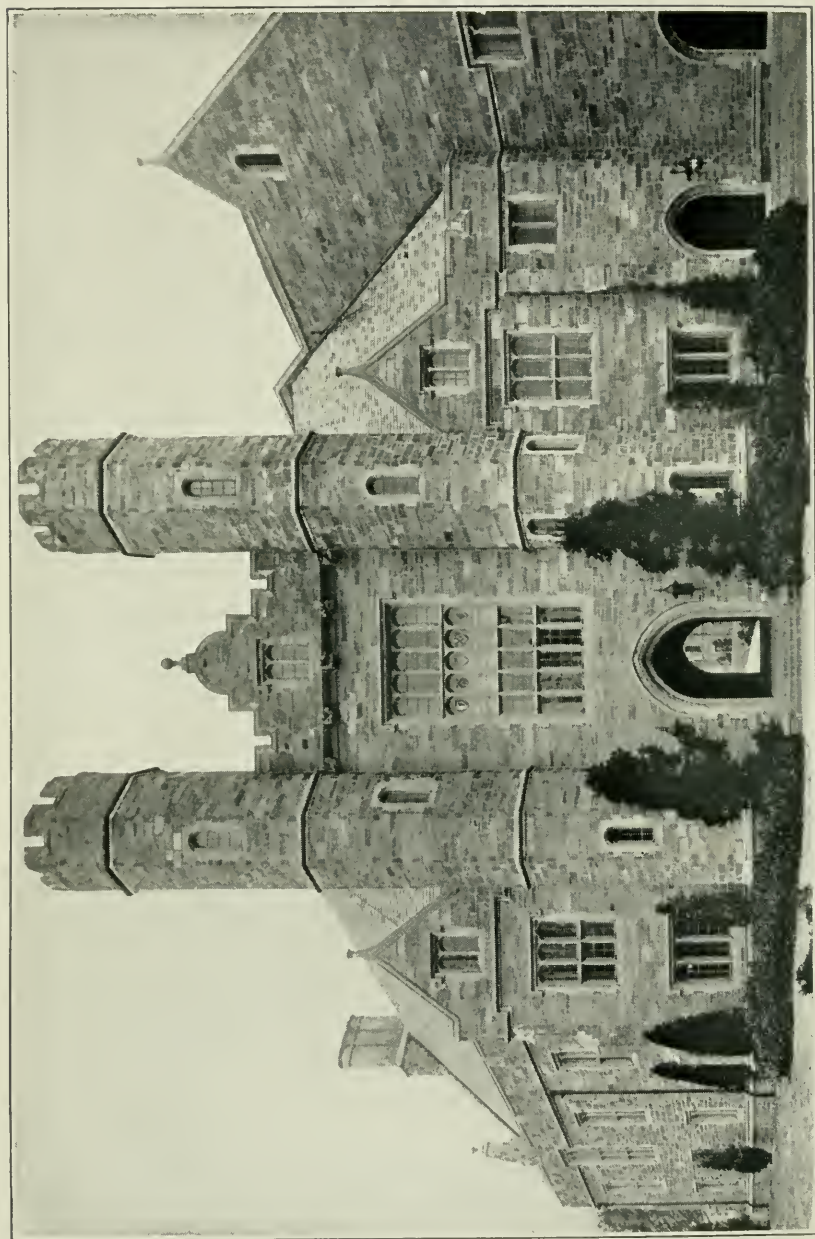


*Catalogue Number*  
1938-1939

STATE TEACHERS COLLEGE  
WEST CHESTER, PENNSYLVANIA







View from Street

George Morris Philips Memorial Building, State Teachers College, West Chester, Pa.



# The WEST CHESTER BULLETIN

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VOLUME LXVI.

MARCH, 1938

NUMBER 2

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THIS COLLEGE IS A MEMBER OF THE  
AMERICAN ASSOCIATION OF TEACH-  
ERS COLLEGES AND IS RATED AS AN  
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STATE TEACHERS COLLEGE  
WEST CHESTER, PENNSYLVANIA

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Issued four times a year, February, March, April and May, by the  
Trustees of the State Teachers College at West Chester, Pennsylvania.

Entered as second class matter March 8, 1931, at the Post Office at West  
Chester, Pa., under the act of August 24, 1912.

**CALENDAR 1938-1939****Summer Session—1938**

Registration Day .....	Monday, June 20
Classes Begin .....	Tuesday, June 21
Session Ends .....	Saturday, July 30

**Post Session 1938**

Session Begins .....	Monday, August 1
Session Ends .....	Saturday, August 20

**First Semester 1938-1939**

Registration and Classification of all Freshmen ..	Monday, September 12
Registration and Classification of all other Classes	Thursday, September 15
Classes Begin .....	Friday, September 16
Thanksgiving Recess Begins .....	12 M. Wednesday, November 23
Thanksgiving Recess Ends .....	12 M. Monday, November 28
Christmas Recess Begins .....	12 M. Friday, December 23
Christmas Recess Ends .....	12 M. Tuesday, January 3
First Semester Ends .....	After Last Class, Saturday, January 21

**Second Semester 1938-1939**

Second Semester Begins .....	12 M. Wednesday, January 25
Easter Recess Begins .....	After Last Class, Thursday, April 6
Easter Recess Ends .....	12 M. Tuesday, April 11
Class Work Ends .....	12 M. Tuesday, May 23

**Commencement 1939**

Senior Day, Class Night .....	Friday, May 26
Alumni Day .....	Saturday, May 27
Baccalaureate Sermon .....	Sunday, May 28
Commencement .....	Monday, May 29

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## STATE TEACHERS COLLEGE

WEST CHESTER, PENNSYLVANIA

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### History

The college has not always been a state institution. It traces its beginnings to the West Chester Academy which was organized in 1812. In 1869 the trustees of that institution took the first steps towards the establishment of the West Chester Normal School. Students came to this institution to prepare for teaching and in 1871 the State began to grant money to pay for part of their training. This State aid, as it was then called, has continued under different forms up to the present time. The West Chester Normal School had five principals, the last of whom Dr. Andrew Thomas Smith, was a scholarly and deeply loved executive. The State Normal School became the State Teachers College in 1927 and the title of principal was changed to President. Among the principals and presidents who have served the school, the fourth principal, Dr. George Morris Philips, stands out conspicuously. For him the auditorium and administration building is named and through his long term of service he made a contribution to education of which we can be proud. He stood out pre-eminently as a builder. When he took charge of the school, there was only one building on the campus, what is now the central part of the women's dormitory. During his principalship, which extended from 1881 to 1920, the plant was gradually increased with additions to the Main Building, the Old Gymnasium, the former principal's residence, the Infirmary, the Recitation Hall. New educational techniques at the turn of the century gave us the Demonstration School and the Library. In 1913 Wayne Hall was built on the site of Camp Wayne, which was used for recruiting purposes during the Civil War. In 1925 the Philips Memorial, a beautiful Tudor Gothic structure was built. It is used as an administration building and as an auditorium. The most recent additions to the campus are the Ehinger Gymnasium, named for the first head of the Physical Education Department, and the President's Residence on Rosedale Avenue. The college is the proud possessor of an enviable reputation for leadership in the educational world. One of the earliest summer schools in the country was held here in 1877.

One of the first schools to print a Students' Handbook was West Chester, in 1895. Among the material treasures are: an original painting of George Washington by Charles Wilson Peale, for which Washington gave the sittings at Valley Forge during the memorable winters of 1777-78; a mahogany grandfather's clock of Benjamin Franklin; a large collection of letters from the pens of Washington, Lafayette, Greene, Arnold, Wayne, Hamilton, Putnam, Sullivan, and Gates, as well as from such literary men as Sidney Lanier and Thomas Buchanan Reed; the herbarium of Dr. William Darlington; and the autographed book collection of Dr. George Morris Philips, one of the largest in the world, to which our Book Club is constantly adding.

Of all these things the State Teachers College at West Chester is proud. They are a fine heritage and cannot fail to inspire thoughtful students, but the college is still more proud of its alumni, men and women like Mark Sullivan, Elsie Singmaster, and a host of others who loyal to the school and its traditions have gone out from the institution to serve humanity with distinction to themselves and to their Alma Mater.

### **Definition of a Teachers College**

A teachers college is a state, municipal or incorporated private institution, or an independent unit of a recognized college or university which has at least one four-year unified curriculum; which is devoted exclusively to the preparation of teachers; which has legal authority to grant a standard bachelor's degree; which has granted and continues to grant such degree; and which requires for admission the completion of a standard four-year secondary school curriculum, or equivalent training.

### **Purpose of the State Teachers College**

The State Teachers College, West Chester, Pa., being distinctly a professional school, devotes itself exclusively to the preparation of teachers for the public schools of the Commonwealth.

### **The Aim of the College**

It enrolls only those who are fitted by character, native ability, and personality to be teachers of children. The courses offered are designed to give, in general, the necessary specific knowledge. The organization of class work and social life in the school aims to develop the personal qualifications essential for high grade teaching. A well-trained, experienced teaching staff strives to inculcate a sound philosophy of education and a thorough familiarity with the best modern public school practices.

## College Administration

In order to effect an efficient organization of the administration of the College, the President and Faculty set up, at their first meeting in September, a number of Achievement Goals for the college year. These goals include such matters as administration, instruction, personnel, student life, community service, and teacher training. The administrative aims are based on the underlying philosophy that:

1. The primary purpose of a teachers college is to develop individuals who are well suited in every way to the profession of teaching.
2. A secondary but very important function of the teachers college is to contribute to the advancement of educational thought and practice in the area which it serves.
3. The effective achievement of these purposes requires a comprehensive plan of action so that no important phase of the responsibility of the college shall be neglected.
4. Such a plan of action in order to achieve the primary purpose of the college must be integrated around necessary areas of personal and professional development in such a way that the experiences of the individual shall be seen as a unit.
5. An educationally sound program of action must enable every member of the college community—faculty and administrative personnel as well as students—to engage in activities that lead to his or her continued growth along broadly social lines as well as in his or her field of special interest.

To aid the President of the College in the formulation and execution of general administrative policies of the institution, there have been appointed eight standing committees of the faculty. Based upon the feeling that faculty and students should cooperate as fully as possible for the mutual advancement of the college program, student representatives are elected to membership on the first six of the following committees:

Health and Physical Education  
Extra-Curricular  
Assemblies and Entertainment  
Placement  
Publications and Publicity  
Student Life  
Academic Adjustments  
Executive



### Location

West Chester is the county seat of Chester County, one of the three original counties laid out by William Penn. On the seal of the county is engraved a plow, symbolizing the eminently agricultural character of the rolling hills which have often been compared to the beautiful English countryside. The rich and fertile soil of these hills produces quantities of agricultural products and pasture for large herds of cattle. Nurseries furnish trees and plants for the landscaped estates of the seaboard states, and here is found the largest rose-growing center in Pennsylvania.

To students of literature and art West Chester has significance for it is the home of two distinguished novelists, Dr. Henry Pleasants and Mr. Joseph Hergesheimer. Sidney Lanier once lived in West Chester and the birthplaces of Bayard Taylor and Thomas Buchanan Reed are not far from the college. The country of Howard Pyle, the artist, lies along the neighboring Brandywine, and the home of N. C. Wyeth, a world renowned pupil of Pyle, is at nearby Chadds Ford.

Not far from West Chester are the famous Longwood Gardens, the estate of Pierre S. duPont. Here, open to the public, is found a magnificent conservatory containing many rare and lovely plants, a beautiful open air theatre, a world famous carillon of bells, and the largest display of colored fountains in the world.

The country around West Chester is rich in historical significance. Valley Forge with its impressive Memorial Chapel, the Brandywine Battlefield, Birmingham Meeting House and the scene of the famous Paoli Massacre lie close at hand. The proximity of West Chester to Historic Philadelphia enables students to enrich their courses and add to the value thereof by visits to well-known shrines and institutions, such as, Independence Hall, Carpenters' Hall, The Betsy Ross House, The Poe House, The Benjamin Franklin Memorial, The William Penn House, The Pennsylvania Museum of Art, the Academy of Fine Arts, the United States Custom House, the United States Mint, the Zoological Gardens, the Franklin Institute, and the Academy of Natural Sciences. Philadelphia's fine musical organizations afford opportunities to music lovers to hear the best concerts and operas. This is a particular advantage to those interested in the course for music supervisors.

Excellent transportation facilities make not only Philadelphia but New York City easily accessible. Here are to be found magnificent shops where the merchandise of the world is dis-

played; a port visited by the ships of all nations; world famous streets and avenues; such collections as the Metropolitan Museum of Art and the Museum of Natural History; Grant's Tomb; Columbia University; Brooklyn Bridge; Wall Street; Trinity Church; St. Patrick's Cathedral; and the Cathedral of St. John the Divine; the finest of plays and the most magnificent of operas; in short, all that a great modern city has to offer.

## GROUNDS AND BUILDINGS

### The Grounds

The campus of the State Teachers College consists of seventy-two acres of ground located in the southern part of West Chester.

### The Buildings

There are eleven buildings on the campus as follows:

#### Main Building

This building, constructed of green stone and white marble, is 256 feet by 275 feet, four stories high, with basement. The dining-room is in this building and is completely equipped and in charge of a trained dietitian. Each story of this main building has bath rooms with up-to-date toilet facilities of the best pattern. The drainage is first class. The whole building has lately been improved; students' rooms have been papered, refitted, and refurnished, and many other improvements made to add to the facilities of the school and the comfort of the students. From time to time additions have been made to the main building until at the present time approximately eight hundred students may be accommodated therein. Two passenger elevators make all the floors accessible. The rooms are generally arranged for two students each, are of good size, and thoroughly heated by direct steam radiation. They are carpeted and comfortably furnished.

#### Wayne Hall

This is a modern, well-equipped dormitory for men. It is built of green stone, is three stories high, and will accommodate 175 men.



### **The Power Plant**

The College provides at this plant the heat for all of the buildings on the College Campus. This is an up-to-date plant with the most modern electrical generators. The College possesses the most modern type of lighting system. The Library in particular is one of the best lighted buildings in America. The Holophane Lighting System was installed in this and other buildings in 1931. The engineers were awarded the Gold Award by the American Society of Lighting Engineers because of the perfection of this system of lighting as installed in the College Library and elsewhere on the College Campus. A new lighting system has been installed in both the men's and women's dormitories of the College. Consequently, the hygiene of sight is especially emphasized at this institution.

### **Laundry**

A modern up-to-date laundry with the most modern equipment takes care of the laundry work of all students who are residents of the college dormitories.

### **Recitation Hall**

In this building are centered practically all of the classroom activities with the exception of those carried on in the music studios, the music practice rooms, and much of the health education activities, which are conducted in the two gymnasiums and in Recreation Hall. The equipment of the Science, Music and other laboratories in this building compares favorably with the best to be found in other colleges. It is generally conceded today that learning on any educational level is developed best through observation and experimentation. Hence, the emphasis laid on laboratory activities.

### **Library**

The library building is one of the best on any teachers' college campus in Pennsylvania. On the main floor are located the circulation desk, the reference and juvenile literature rooms, a conference room in which is housed a sample textbook collection, and the librarian's office. The periodical room is in the basement.

On the second floor are the college museum and art gallery.

The library now contains 30,000 well-selected volumes. About 175 leading magazines and papers come regularly to its shelves.

There is also a collection of over 8000 mounted pictures, and one of pamphlets and clippings numbering over 3000. Material from both of these files may be borrowed for classroom use.

There are three full-time trained librarians and a number of student assistants.

### **Gymnasiums**

The College possesses two gymnasiums. Both are entirely modern in their floor plans and equipment. The old gymnasium was modeled after the Hemingway Gymnasium at Harvard. The wisdom and the science of the architects who planned it are amply proven by the fact that it is just as modern today as it was when it was built. The new gymnasium, named for Dr. and Mrs. Clyde E. Ehinger, who were for 34 years at the head of the Health and Physical Education Department of this institution, was erected in 1931. The architecture of this building is in conformity with that of the Philips Memorial Building, both of which are of the Collegiate Gothic type. This building is modern in every respect. It possesses more than 50 showers and has a seating capacity of from 1000 to 1500 people. The gymnastic equipment is of the most up-to-date type for every phase of gymnastic work. The plans and specifications for an addition to this Gymnasium, including two swimming pools of the most modern type, have been drawn up by the architects appointed by the Department of Property and Supplies and approved by the latter department. The Ehinger Gymnasium is used exclusively by men students and other students in the special four-year Health and Physical Education curriculum.

### **The Demonstration School**

This is a substantial, well-arranged, well-equipped building on the school campus, which houses a kindergarten and the first six grades. Only expert grade teachers are employed in this school.

### **Infirmary**

The College possesses one of the best equipped infirmaries to be found on any college campus in America. The furniture, and the medical and laboratory equipment are acknowledged by authorities to be of the finest and most modern type. This infirmary is the home of the Student Health Service of which the College feels justly proud. A description of this is shown on page 38 of this catalog.

### **The Philips Memorial Building**

The Philips Memorial Building, a memorial to the late Dr. George Morris Philips, former Principal of the school, is now in use. This magnificent building, erected at a cost of more than \$500,000, contains a spacious auditorium with a seating capacity of approximately 2,000. Installed therein is a Skinner pipe organ, one of the finest in the state. This building contains modern executive offices and recreation rooms for faculty and students. It also houses the well-known Philips private library—a collection of autographed books of very great value. The building is said to be one of the finest buildings on any college campus in America.

### **The President's Residence**

A new residence for the president of the college has been recently completed.

## **ADMISSION TO THE COLLEGE**

The State Teachers College at West Chester, Pennsylvania, has always maintained high standards of scholastic work and has prided itself upon preparing teachers with fine ideals and splendid professional equipment. For the past few years it has been necessary to raise the entrance requirements for those students wishing to pursue their studies here. The administration of the college believes that only the best graduates of our high schools should be encouraged to enter the teaching profession, those graduates being first fully informed of the responsibility and ready to assume it. The children of the Commonwealth deserve nothing less than the best equipped teachers for their instructors and mentors. To this policy the Department of Public Instruction has committed itself. In furtherance of this policy the College has set up the following minimum requirements for those who wish to pursue professional work leading to entrance into the teaching profession of the Commonwealth. Applicants for admission to the college should carefully note these requirements and should communicate with the college authorities in the case of doubt as to the exact meaning of the regulations.

### **SUMMARY OF REQUIREMENTS FOR ADMISSION**

In accordance with the principles governing admission adopted April 12, 1932, by the Board of Teachers College Presidents, five general requirements were set up for admission to teachers colleges.

1. General Scholarship
2. Character and Personality
3. Health and Physical Vigor
4. English Fundamentals and Psychological Tests
5. A Personal Interview

**I. Candidates for Admission must satisfy the following General Requirements:**

1. General scholarship as evidenced by graduation from an approved four year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.
2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance and sympathy.
3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college.
4. Normal intelligence and satisfactory command of English as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.
5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant and promise of professional development.

**II. Special Requirements for All Candidates for Admission to the Four-Year Public School Music Curriculum:**

Special attention will be given to the promise of professional development and musical ability of the candidate as shown by:

- A. The ability to sing songs with acceptable voice and interpretation.



- B. The ability to sing at sight with words and syllables, hymns and folk tunes with a fair degree of accuracy and facility.
- C. The ability to play, as a result of approximately two years of piano study, compositions equivalent to music of the second grade; or, sufficient ability on orchestral instruments and in orchestral technique to indicate capability to transfer of this musical training to the piano.

### **III. Special Requirements for All Candidates for Admission to the Four-Year Health Education Curriculum:**

- A. The student must have actively participated in at least three types of physical activity during his secondary school career. These activities should include such types as football, basketball, baseball, soccer, hockey, tennis, swimming and the regularly organized work in physical education or gymnasium classes.
- B. The student must satisfactorily pass the physical efficiency tests set up by the Health and Physical Education Department.

### **IV. Special Requirements for Elective Fields:**

- A. Science.
  - 1. To elect Science a student must present one unit in Physics and one unit in Chemistry.
- B. Foreign Languages.
  - 1. To elect French or German, students must present two high school units of French or German.
  - 2. To elect Latin, students must present three high school units of Latin.
- C. Mathematics.
  - 1. To elect Mathematics a student must present three high school units of Mathematics of which units Algebra and Plane Geometry must have been taken in the senior high school.

**NOTE:** When a student has chosen his elective fields, his curriculum becomes a closed series of courses not subject to change without loss of credit.

## Graduates of Junior-Senior High Schools

Graduates of a senior high school in a district maintaining an approved junior-senior high school organization will be admitted on evidence of twelve units\* of preparation earned in grades ten, eleven and twelve.

## Irregular Entrance Qualifications

Graduates of approved Two-year high schools are entitled to not more than eight units of credit, and graduates of approved three-year high schools to not more than twelve units of credit toward the standard admission requirements; provided, however, that such students having irregular entrance qualifications, may take examinations in additional subjects taken in course in county superintendents' offices in all counties having such students, at the close of the school year. These examinations will be given under the direction of the Credentials Bureau of the Department of Public Instruction, under a cooperative plan adopted by the Board of Normal School Principals, January 15, 1926. In case of failure in a subject, or subjects, the student, after additional study during the summer, may take a second examination in August at one of the normal schools or teachers colleges or at any one of the centers where State examinations are regularly conducted; namely, Philadelphia, Harrisburg, Pittsburgh, or Scranton.

Under this arrangement, students who complete the work of a four-year high school with a three-year rating, may take examinations in fourth-year subjects and thereby receive credit equivalent to that of a four-year high school; graduates of three-year high schools with a two-year rating may take examinations in third-year subjects for credit in three years of approved high-school work. All inquiries should be addressed to the Credentials Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

## Evaluation of Credentials

Credentials of all students entering the State Teachers Colleges on the basis of an approved four-year preparation, are evaluated by the college; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction.

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\*A unit represents not less than 120 sixty-minute periods of prepared work or the equivalent.

Evaluation of credits cannot be made on enrollment day. This must be attended to prior to that day. The State Teachers College at West Chester will assist you if you submit your credentials early.

### **Advanced Credit**

Advanced credit will be given for equivalent courses in approved institutions of collegiate grade, but no student may obtain a Teachers College certificate without a minimum residence of one year.

### **Evidence of Character**

All applicants for admission shall present evidence of good moral character and of ideals characteristic of the teaching service.

### **Scholarship Requirements**

A student once admitted to the State Teachers College at West Chester must establish himself as satisfactory. He must show that he has the capacity to do academic and professional work of college grade, and that he is in accord with the ideals of teacher training.

A student who fails to pass ten semester hours of work in any semester ceases automatically to be a member of the student body. This is in accordance with a faculty regulation. An honorable discharge will be granted to any student who, while in good standing, withdraws from the college.

### **Residence Requirements**

Two years of residence are required for graduation from any four-year curriculum, excepting that graduates of accredited colleges may be graduated after completion of one full year's work. Graduates of any two-year normal school curriculum must spend at least one additional year in residence to be eligible for a degree.

### **State Scholarships**

Holders of state scholarships may attend State Teachers Colleges, providing they take courses leading to the degree of Bachelor of Science.



### **Academic Withdrawals**

Students are considered members of the college until the President is notified of their withdrawal, and the regular charges will be made unless such notice is received.

### **Graduates**

A student will be recommended for graduation when all the requirements for his curriculum have been met. Certificates will not be issued until all bills are paid.

### **College Certificates**

The College Certificate is issued to graduates of the four-year curricula who have met all other legal requirements. This certificate entitles the holder to teach the subjects indicated on the face of the certificate in the specified grades of the public schools in the Commonwealth for a period of three years. Three years of successful teaching experience in the appropriate field in the public schools of the Commonwealth and the completion of six semester hours of additional approved training of collegiate grade enables the owner to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in the specified grades in the state of Pennsylvania.

**Obligations to the State.** Every student who enters the State Teachers College at West Chester must sign an agreement to teach in the public schools of Pennsylvania for not less than two years.

## **STUDENT LIFE**

### **Living**

The State Teachers College is primarily a dormitory school. It admits, as Day Students, only those who live with parents or relatives. The College has rooms for 800 women and 200 men. When these rooms are filled, the College will assign students to suitable near-by rooms which have been secured from residents of West Chester, and such room assignments will be honored only after they have been approved by the Dean of Women or the Dean of Men. Such students are under the same regulations as students in the College dormitory.

Both dormitories of the College are provided with fire-proof protection. Fire-proof stairways run from the top to the bottom of these buildings, thus adding to the safety of the college students.

Students whose homes are not in West Chester, and who desire to live with relatives in West Chester as Day Students must have the approval of the President in advance of registration. Under no circumstances are students permitted to room or board with private families, not relatives, except as assigned by the proper officers of the College.

Permission for students to earn their own room and board by working for private families is granted after approval by the Dean of Women. Any arrangements made without this approval will not be honored by the College authorities.

### **Commuting**

The administration of the college is opposed to all commuting arrangements that interfere with the student's appointments and progress at the college. All arrangements for commuting must be approved by the college authorities before the student enrolls.

### **The College Book Store**

This book store carries, in addition to books, a complete line of students' necessities—laundry bags, parcel post cases, etc., which can be purchased at reasonable prices. Athletic goods, stationery, etc., can all be purchased in the College Book Store at reasonable prices. Gymnasium uniforms are required by all. These are purchased here in the supply room, so as to insure uniformity. All students will need gymnasium shoes, which can be secured at this store.

This book store is operated as a student enterprise, the net receipts of which accrue to the benefit of the Student Activities Association of the College.

### **Student Supplies**

All students who live in the college dormitories must provide themselves with blankets, as the school furnishes beds supplied only with mattresses, linen, and counterpanes. Such students must also provide window curtains; also soap, towels, and other needed toilet articles.

### **Gymnasium Outfits**

Regulation gymnasium suits will be required of the students. These should be purchased at the College.

## **Boarding**

As already indicated, all students who are not Day Students board at the College, with the exception of those who work for room and board; these are considered Resident Students, as well as are those living in outside homes.

## **Laundry**

The laundry of all Dormitory Students—to the extent of twelve plain pieces per week—is done in the College laundry. All pieces sent to the laundry must be plainly marked with the owner's name. Name tapes sewed on articles of clothing constitute the best identification. A laundry bag should be owned and used by every student.

## **High Standard**

The State Teachers College at West Chester maintains a high standard of excellence in social conduct, scholarship, skill in teaching, and in all other matters that distinguish the high grade student. This high standard is possible only by outstanding work and by wholesome participation in the College activities by the students.

## **Student Government**

Students of the College assume a large share in their own government. They elect their own councils, and these councils, working with the Deans, cooperate in the government of the College.

## **Absences**

Students will not be permitted to absent themselves from College during any session when such absence interferes with their College duties.

## **Student's Handbook**

The rules and regulations which pertain to the students of the College and which are found in the Student's Handbook are a part of the College regulations and must be observed by each student.

Immediately upon registration each student is given a copy of the Student Handbook which contains a complete set-up of the regulations of the Student Government Organizations and other rulings affecting college life.

### **Dismissals**

By action of the Board of Trustees, no student shall be suspended or dismissed from the College except by the President.

### **Religious Organizations**

Chapel exercises, which are strictly undenominational in character, are conducted daily, and all students are required to be present at these exercises unless, for some reason, expressly excused by the President. Students are expected to make a choice of one of the churches in the town for regular attendance and to be present, at least once each Sunday, at the services in the church so selected.

### **Bible Study Club**

This is an outstanding extra-curricular activity of the College. The purpose of the Club is an unbiased and undenominational consideration of the Bible. Each semester the young men and the young women of the College choose a book of the Bible for study. The meetings are held each Sunday morning from nine to ten o'clock in the Philips Memorial Library. The programs consisting of hymns, special music, prayer and Bible discussion contribute to the development and growth of a religious life. This Club has an average membership of 100 students. In this membership, all denominations are represented.

#### **Christian Associations**

The Young Women's Christian Association and the Young Men's Christian Association hold weekly meetings. These associations are composed almost entirely of students. They elect their own officers and plan and conduct their own meetings. Any student may attend the meetings and all are invited to take some part in the exercises.

### **The Newman Club**

A local chapter of the Newman Club, a National organization of Catholic students in attendance at colleges and universities in the United States, holds regular meetings here throughout the college year. The aim of this organization is partly social and partly to maintain a proper contact between the Catholic student and his church while he is away from home.



## Literary Societies

The two Literary Societies, Moore and Aryan, present unusual opportunities to students for improvement and development in debating, public speaking, and music. Programs are offered so that students may participate. Under the auspices of the two societies, debating leagues with other colleges have been established.

## Clubs and Other Organizations

There are many clubs which have helpful and constructive objectives, and are enthusiastically supported by the student body. These are sponsored by specialists of the College Faculty, and aid students in developing initiative, besides preparing them to serve efficiently in the communities where they may be called to teach. All students are expected to enlist in some extra-curricular activity because of the large educational value involved.

## Entertainment Course

During the year the finest types of entertainments are provided for the students. Each semester there are brought to the campus distinguished lecturers and artists of the highest rank in music, drama, and the dance. These entertainments are available to the students at a small cost which is covered by the Student Activity Fee. The College has been greatly aided in this project by the cordial cooperation received from the citizens of West Chester and vicinity. The committee in charge of entertainments is composed of representatives from the town of West Chester, members of the faculty, and students of the College. These entertainments are held in the Philips Memorial Auditorium, which has a seating capacity of nearly two thousand.

## The Alumni Fund

A loan fund has been established by the Alumni, which now amounts to more than \$13,000. This is loaned to worthy students who are juniors or seniors in any course. Interest is charged upon it only from the date when its return should be made. For application forms, you are directed to Mr. George S. Roberts, who is secretary for the Board of Directors of the fund.

### **The Student Loan Fund**

A loan fund has been started by the college to serve students in emergencies. This fund now totals about \$500.00. Students may borrow small sums without interest upon application to the Personnel Director. Persons desiring to aid students are encouraged to contribute to this fund.

### **The Alumni**

West Chester's Alumni—over ten thousand of them—are the students of previous years. Their love for and devotion to West Chester is the best proof that the student life at West Chester is fine and enjoyable. It is the excellence of the work of West Chester's Alumni that gives reputation to this teacher preparation institution.

The Alumni are organized. Many of the members of the different classes return for the annual meeting which is held during Commencement Week. Home-coming week-ends for graduates are popular both in fall and in spring. The officers of the Alumni Association at this time are:

President—NORMAN D. GEORGE, '18, 402 Trenton Trust Building, State Street, Trenton, New Jersey.

Vice-President—WEBSTER HERZOG, '19, West Chester, Pa.

Secretary—DR. MABEL KESSLER, '15, West Chester, Pa.

Treasurer—NATIONAL BANK OF CHESTER COUNTY AND TRUST COMPANY, West Chester, Pa.

#### **Board of Directors:**

President—RAYMOND K. DENWORTH, '10, Lansdowne, Pa.

Vice-President—C. L. MCKELVIE, '24, West Chester, Pa.

Secretary—MRS. MARY E. ANDERSON, '10, West Chester, Pa.

Treasurer—NATIONAL BANK OF CHESTER COUNTY AND TRUST COMPANY, West Chester, Pa.

### **Demand for Our Teachers**

The teachers who have gone forth from this College have rendered general satisfaction and have won for themselves and for the College from which they received their training flattering reputations. Our teachers are in demand and are commanding the best positions and the highest salaries paid in Pennsylvania and adjoining states, as well as in many distant states. The establishment of this teachers preparation institution was the result of a long-felt want for better teachers to



organize, govern, and instruct efficiently. A teacher must possess not only a thorough knowledge of the branches to be taught, but also a knowledge of the best method of imparting instruction in these branches. To provide its students with a liberal education, combined with a technical and professional knowledge of teaching, has ever been the aim of the College. How well and fully it has realized this objective the high professional standing of the teachers it has educated fully attests. Since the foundation of this Normal School, or Teachers College, the standard of education has been materially raised.

### Placement Service

The State Teachers College at West Chester maintains a well organized and very active Placement Bureau. This Bureau is under the direction of the Dean of Instruction. He is assisted in this work by a Committee on Placement composed of faculty members and seniors.

Members of School Boards, Superintendents, Supervising Principals or others who are in need of trained teachers are requested to make application to the Dean of Instruction as early as possible. The Placement Bureau is in a position to send out thorough and accurate information concerning each of the graduates of the College. This material is available to any school official who desires the information in connection with an application made by one of our graduates. This information covers the scholastic standing, a thorough record of the student's teaching experience, ratings of personality and character by members of the faculty together with a definite statement compiled by the graduate himself.

Graduates of the State Teachers College at West Chester are asked to keep in touch with the President in order that they may be recommended for better positions demanding experience. Graduates are also asked to keep the office informed of vacancies, so that these positions, in turn, may be brought to the attention of teachers not placed.

### Employment Opportunities at West Chester

Men and women students in need of employment to aid them in securing an education are referred to the Personnel Director. The opportunities for work have been increased through the Federal assistance of the N. Y. A. (National Youth Administration). It is the policy that the amount of aid for the individual student be given in accordance with a safe balance between such employment and his academic program.

## HEALTH AND PHYSICAL EDUCATION PROGRAM

The State Teachers College at West Chester is one of the four State Teachers Colleges in the Commonwealth that offers the four-year curriculum in Health and Physical Education for the preparation of teachers and supervisors of health and physical education in the public schools of the Commonwealth.

In addition to this curriculum, each of the other curricula require certain courses in health and physical education for all students pursuing that curriculum.

### Intercollegiate Athletics

During the last few years, it has become recognized more and more by educators and public alike that athletics are a part of general education because they provide situations that are akin to life experiences, and, as such, are conducted with the purpose of developing the educational values which grow out of them.

With this in mind, the College Administration has set up an organization for the control of athletics, provided facilities, built schedules and furnished instructors for the purpose of filling these educational needs.

The activities, including sports such as football, basketball, cross country, soccer, etc., are conducted for the purpose of providing our college youth with the opportunity not only to participate in the fighting games which test strength, skill and endurance but also of providing such educational values as sound health habits; service to the college; generous treatment of opponents; ability to stand up under fire; and the achievement of personal skills which can be utilized in coaching later.

It is the policy of the College Administration first, to provide a variety of sports, as indicated above, in order that as many young men as possible may participate in the activity which interests them most and, in which they may achieve a high degree of personal skill; second, to provide eligibility rules that are just and sensible yet will insure good scholarship; third, to provide schedules which are in our college class yet are in keeping with the traditions and standing of our college; fourth, and finally, to give athletics their rightful place in our educational program of training teachers so that they will function properly in the life of the student body, but will not assume an importance out of all proportion to their value.

In conducting these athletics our college lays no claim to championships although its representative teams rank with those of the best colleges and universities in the Commonwealth.

### **Intramural Athletics**

An athletic program cannot be justified educationally if it is confined to intercollegiate competition alone. There must be provision for all the students and the policy of the College Administration is to expand this part of the program for both men and women in order that a variety of activities may be supplied for the majority of our students. Such sports as touch football, soccer, tennis, track, speed ball, volleyball, softball, basketball, etc. will be organized and conducted for the young men students.

### **Women's Athletic Association**

The intramural athletics for women are conducted by the above named organization for the social, physical and recreational benefit of the women students of the College. Its governing council consists of the club officers and sports managers and two faculty advisers. Its program provides a wide range of activities including: the modern dance, clog and tap dancing, hockey, archery, volleyball, swimming, life saving, tennis, hiking, basketball, baseball, badminton, table tennis, tether ball, shuffleboard, handball, bowling and winter sports such as sleighing, coasting and skating. In addition the W. A. A. sponsors recreational evenings when both men and women students have an opportunity to participate in a social dancing class; to engage in roller skating; and to join in folk and old-fashioned square dancing.

### **Facilities**

Probably no college in America has better recreational and athletic facilities than those to be found on the campus at West Chester. To carry out this program of sports for all students the College has:

1. Two large gymnasiums splendidly equipped with every type of apparatus needed for indoor athletic activities.
2. Eight athletic fields for the various types of outdoor sports involved in this program.
3. The College provides for the use of a modern swimming pool at the local Y. M. C. A. for instruction in swimming and aquatics.

## STUDENT HEALTH SERVICE

The Board of Trustees has authorized and sponsored the establishment at the College of a student Health Service. It is felt that the ideal way of handling health problems is through an official health organization designed for this purpose. Such an organization is especially important in a teachers' training institution and serves as a vital link in the chain of public health teaching. As an example of good health to her pupils, the teacher must know what health means and also the procedures by which it may be obtained.

The College maintains a completely modern and efficient Student Health Service. A resident physician and two graduate nurses are on daily duty during the college year in the Infirmary where every facility is available for the care of the health of the student body.

Students are advised that, after the initial office consultation and first aid treatment by the college physician and nurses, subsequent treatments must be given by or under the advice of an outside physician of the student's choice. All expenses for medicine and treatment by the physician of the student's choice must be borne by the student. The physician of the student's choice may attend the student at the Infirmary.

Emphasis is placed upon the fact that the purpose of the Student Health Service is two-fold: first to guard the health of the student while in college; second, to develop in prospective teachers the proper scientific health attitudes and habits. This service is provided without charge and is compatible with the policy of the college to endorse the most progressive phases of a modern educational program. Each student is urged to avail himself of the facilities of the Student Health Service and to be individually active in preserving the general good health of the college group.

## MUSICAL PROGRAM

The college has the following well developed musical organizations:

1. Three College Bands.

Elementary, Intermediate and Advanced.

Membership in these organizations is determined by the background a student has in instruments when he enters College, and his advancement while in College.



2. The College Criterions.

The Dance Band of the College consists of ten men, carefully selected, who furnish the music at all social functions.

3. The Men's Glee Club

Thirty voices chosen from the entire enrollment of the men students for this organization.

4. Three College Orchestras.

Elementary, Intermediate, and Advanced. Membership in these organizations is determined in the same manner as the College Bands.

5. The Vesper Choir.

This outstanding organization consists of all the men students and senior women students of the Public School Music Curriculum.

6. The Junior Chorus.

All women voices—freshmen, sophomores and juniors in the Public School Music Curriculum are eligible to this chorus.

7. College Women's Glee Club.

One hundred voices are carefully chosen from the women of the Primary, Intermediate, Secondary, Rural and Health Education groups for this group.

8. Other Student Musical Organizations.

The Campus Instrumental Trio, the Campus Vocal Trio, and the Varsity Quartet are three smaller organizations which have contributed most acceptably to the music on the campus.

## STUDENT TEACHING

Student teaching is carried on in the following schools:

West Chester—

High Street School	Grades 1 to 6
Biddle Street School	Grades 1 to 9
Gay Street School	Grades 1 to 8



Senior High School Grades 10 to 12 in the following fields: English, Science, Geography, Social Studies, Mathematics, French and Latin, Health Education and Music.

Grove	}	Rural, Health Education and Music.
Pleasant Grove Consolidated School		
East Bradford		
West Goshen		
West Bradford		
Kennett Square Consolidated School		
Paoli Road		

## UNIFORM FEES, DEPOSITS, AND REPAYMENTS IN THE STATE TEACHERS COLLEGES

### A. FEES

#### I. Student Activity Fee.

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera. Students taking extension courses or regular session students taking less than seven semester hours may secure the benefits of the Activities Program by the payment of the Student Activity Fee. This fee as determined and collected by the Student Activities Association at West Chester Teachers College is for the 1938-39 year \$10.00 a semester.

#### II. Contingent Fee.

A contingent fee for all students is charged as follows:

	Half Semester
Elementary Curriculum .....	\$18.00
Secondary Curriculum .....	18.00
Art .....	27.00
Commercial Education .....	21.00
Health Education .....	27.00
Home Economics .....	36.00
Industrial Arts .....	27.00
Music .....	45.00

This fee covers registration and keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine) and laboratory facilities.

#### III. Housing Fee.

##### 1. Housing rate for students:

The housing rate for students shall be \$63.00 per one-half semester and \$42.00 for the Summer Session. This includes room, meals and limited laundry.

- (a) For rooms with running water an additional charge of \$9.00 per student per semester, or \$3.00 for the Summer Session may be made.

- (b) No reduction in the rate is to be made for laundry done at home nor for absence of students who go home for a few days at a time.
  - (c) A student may, at the discretion of the President of the College, occupy a double room alone by paying an additional \$36.00 a semester or \$12.00 for the Summer Session.
  - (d) For the purpose of meeting the requirements in those colleges where off-campus rooming students board in the college dining room, and to meet the requirements of the Home Management Clubs in the two institutions maintaining home economics curriculums, the housing rate shall be divided \$2.00 for room rent and \$5.00 for table board.
- 2. Housing rate for employees other than those included in the State Classification Schedule (faculty, clerks, etc.) shall be \$9.00 per week.
  - 3. The rate for transient meals shall be:  
Breakfast, \$.30;      Lunch, \$.40;      Dinner, \$.50.

#### **IV. Damage Fee.**

Students shall be responsible for damages, or breakage or loss, or delayed return of college property.

#### **V. Infirmary Fee.**

After three days in the college infirmary, the college shall charge an additional \$1.00 for each day.

Day students who may be admitted to the infirmary shall pay board at the rate of \$2.00 a day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

#### **VI. Isolation Hospital Fee.**

If the college maintains an Isolation Quarantine Hospital for contagious diseases, the college shall charge \$10 per week additional, but this service charge does not include trained nurse or special medical service.

Day students, who may be admitted to the Quarantine Hospital shall pay the board rate of \$2.00 a day (see V above), and in addition shall pay \$10 a week, but this

additional charge does not include trained nurse or special medical service.

## VII. Tuition Fee.

Students whose residence is out of the state shall be charged a fee of \$105.00 per semester; \$35.00 per Summer Session. (It is understood that this fee has been operative since June 1, 1929, for entering students only.) Out-of-state students shall pay the contingent fee in addition to the tuition fee.

## VIII. Private Instruction Fees.

The charge for private lessons in music, in the State Teachers Colleges maintaining the special curriculum in music, shall be:

1. Voice, piano, band or orchestra instruments, \$24 per semester—for one lesson per week.  
Pipe organ, \$42 per semester—for one lesson per week.
2. Rental of piano for practice, 1 period per day, \$6.00 per semester. Rental of pipe organ for practice, 1 period per day, \$36 per semester. Rental of band or orchestral instruments, \$6.00 per semester. (For Summer Session the charge is one-third of above rates.)
3. The charge for private lessons in music in the State Teachers Colleges not maintaining the special music curriculum shall be fixed as follows: The Board of Trustees of a State Teachers College not offering the special curriculum in music, may, subject to the approval of the Superintendent of Public Instruction, enter into contract with individuals to give private lessons in music in order to afford an opportunity for students to continue their musical education. Such agreement shall provide reasonable reimbursement to the institution for any service or overhead supplied by the institution.

## IX. Degree Fee.

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of degree diploma.

**X. Record Transcript Fee.**

One dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

**XI. Delinquent Accounts.**

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

**B. DEPOSITS****Advance Registration Deposit.**

A deposit of \$10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the students contingent fee. If, however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.

Check or money order for this amount must be drawn to the Commonwealth of Pennsylvania.

**C. NO OTHER FEES OR DEPOSITS PERMITTED**

No fees or deposits, other than as specified above may be charged by a State Teachers College.

**D. REPAYMENTS****I. Repayment will not be made:**

1. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from College.
2. For any part of the advance registration deposit for any cause whatsoever except where students give notice of intention to withdraw at least three weeks before the college opens or when the student is rejected by the college.



- II. A repayment will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college.
- III. The advance registration deposit will be returned to students provided they notify the college not less than three weeks before the opening of the semester or term of their intention not to attend, or provided the student is rejected by the college.

### SUMMARY OF FEES

#### Students Boarding at the College

	Kindergarten- Primary	Intermediate	Rural	Secondary	Health	Music
Amounts due Sept. 12, 1938:						
Contingent Fee .....	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 27.00	\$ 45.00
Room, Board & Laundry	63.00	63.00	63.00	63.00	63.00	63.00
Total due Sept. 12, 1938...	\$ 81.00	\$ 81.00	\$ 81.00	\$ 81.00	\$ 90.00	\$ 108.00
Amounts due Nov. 14, 1938:						
Contingent Fee .....	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 27.00	\$ 45.00
Room, Board & Laundry	63.00	63.00	63.00	63.00	63.00	63.00
Total due Nov. 14, 1938...	\$ 81.00	\$ 81.00	\$ 81.00	\$ 81.00	\$ 90.00	\$ 108.00
Total—First Semester ...	\$162.00	\$162.00	\$162.00	\$162.00	\$180.00	\$216.00

#### Students Not Boarding at the College

	Kindergarten- Primary	Intermediate	Rural	Secondary	Health	Music
Amounts due Sept. 12, 1938:						
Contingent Fee .....	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 27.00	\$ 45.00
Amounts due Nov. 14, 1938:						
Contingent Fee .....	18.00	18.00	18.00	18.00	27.00	45.00
Total—First Semester....	\$ 36.00	\$ 36.00	\$ 36.00	\$ 36.00	\$ 54.00	\$ 90.00

The expenses of the second semester will be the same as for the first semester. The dates for payment of second semester dues are January 23, 1939, and March 27, 1939.

Checks for above fees should be drawn payable to the Commonwealth of Pennsylvania. If U. S. Postal Money Order is used in payment of the above fees, the money order must be made payable at Harrisburg and payable to the Commonwealth of Pennsylvania. No certificates or grades will be issued to students at the close of any session and no schedules or work for any semester or session will be given to students whose accounts are not paid in full.

Each student must pay an activity fee of \$10.00 per semester. This fee is due and payable September 12, 1938, and January 23, 1939. Check for this activity fee should be made payable to the West Chester College Student Activities Association. If U. S. Postal Money Order is used in payment of this activity fee, the money order must be made payable at West Chester and payable to the West Chester College Student Activities Association.

Books costing approximately \$15.00 per semester are purchased by each student.

Students who are not residents of Pennsylvania must pay in advance, in addition to the above mentioned fees, a tuition fee of \$105.00 per semester.

**Day Students.** Day students will pay the same amount as boarding students except the charge for room, board and laundry.

**Tuition.** The Teachers College, being a state owned and state supported institution, exempts students who are legal residents of Pennsylvania, from the payment of any tuition fee; but, in return for this, students, upon entering the college, must agree to teach in the schools of the state for not less than two years.

**Damages.** The rooms are fully equipped for students at entrance. Any damage to furniture, furnishings, or buildings, beyond that which comes from use, will be charged to students. At the opening of the year all necessary electric lamps are furnished free. Thereafter, students pay for extra light bulbs. If damage results from using appliances other than those provided by the College, a proportionate amount will be charged to all students accountable.

**Charges During Illness.** For minor illnesses, students are charged \$1.00 per day after the third day in the Infirmary. This charge is exclusive of the fees of physicians, the expenses of employing trained nurses and the costs of medicine for all of which students or the parents thereof are responsible. For the first three days no charge is made. In cases of serious illness, students are removed to a hospital where they must bear their own expenses.

**Obligation Assumed.** The acceptance of a student is for a semester, and parents, and any others who are providing for the expenses of students at the College, should understand that their financial obligations are for an entire semester.

## **CURRICULA OFFERED AT WEST CHESTER**

A program of studies of the College embraces the following curricula:

**1. A Four-Year Kindergarten-Primary Curriculum.**

This curriculum is designed primarily for four years of pre-service training in Kindergarten-Primary Education and leads to the degree of Bachelor of Science in Education.

**2. A Four-Year Intermediate Curriculum.**

This curriculum is designed primarily for four years of pre-service training in Intermediate Education and leads to the degree of Bachelor of Science in Education.

**3. A Four-Year Rural School Curriculum.**

This curriculum is designed primarily for four years of pre-service training in Rural Education and leads to the degree of Bachelor of Science in Education.

**4. A Four-Year Secondary School Curriculum.**

This four-year curriculum is designed primarily to prepare for teaching in the Secondary Field and leads to the degree of Bachelor of Science in Education.

**5. A Four-Year Health Education Curriculum.**

This four-year curriculum is designed primarily for the preparation of supervisors and teachers of Health Education in public schools and leads to the degree of Bachelor of Science in Health Education.

**6. A Four-Year Music Curriculum.**

This four-year music curriculum is designed primarily to prepare teachers and supervisors of public school music and leads to the degree of Bachelor of Science in Public School Music.

## **COURSES LEADING TO THE B. S. DEGREE FOR THE ELEMENTARY AND SECONDARY FIELDS**

The State Teachers College at West Chester, because of the forward looking policy of the State of Pennsylvania, is now able to offer all teachers, or others, advanced work leading to the degree of B. S. in Education, provided such persons have completed, in addition to an approved four-year high school course, any two-year normal course, and desire to continue their professional training.

Everyone recognizes that this movement for the better preparation of teachers is a wise and expedient one, primarily because it means better educational facilities for the children of the elementary schools. Already a number of states and communities have set their standards beyond the requirements of the two-year normal course. Philadelphia, for example, now requires three years. New York requires three years, with a probability that the Bachelor's degree will be necessary, and at no distant date, for those who desire to teach in the elementary grades. Cincinnati now requires five years of preparation beyond the high school for those who teach in the elementary schools of that city. These cases are cited merely to show the tendency in the direction of better prepared teachers. Pennsylvania may be expected to keep pace, in this particular, with the most progressive of the states.

The advancement in professional requirements for teaching is almost always accompanied with an advance in salary. It may be noted, also, that many communities are establishing the single salary schedule for teachers in the elementary schools, the junior high schools, and the senior high schools, provided the length of the period of professional preparation is the same and on the same level for all.

### **LIMITED CERTIFICATE**

Any student in the Elementary Curriculum who finds it necessary to enter the teaching profession before completing the full requirements for the degree, Bachelor of Science in Elementary Education, may secure a State Standard Limited Certificate if the requirements for this certificate are met. This State Standard Limited Certificate will be issued in the elementary field to a student who has completed the first three years of the four-year curriculum provided six semester hours of student teaching has been secured.



# KINDERGARTEN-PRIMARY CURRICULUM

## Kindergarten, Grades 1, 2 and 3

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including Li-			English II .....	3	3
brary Science .....	4	3	Principles of Geogra-		
Speech .....	3	3	phy .....	3	3
Biological Science I ..	4	3	Biological Science II ..	4	3
Health Education I, in-			Health Education II, in-		
cluding Physical Ed-			cluding Physical Ed-		
ucation and Personal			ucation and Personal		
Hygiene .....	4	2	Hygiene .....	4	2
Place and Purpose of			History of Civilization	4	4
Education in the So-			Appreciation of Art ..	3	2
cial Order, including				<hr/>	<hr/>
School Visitation ...	3	2		21	17
Appreciation of Music	3	2			
	<hr/>	<hr/>			
	21	15			
Third Semester			Fourth Semester		
			Literature II .....	3	3
Literature I .....	3	3	Principles of Sociology	2	2
Economic Geography ..	3	3	or Principles of Eco-		
General Psychology ..	3	3	nomics .....	(2)	(2)
Physical Science I....	4	3	Educational Psychology	3	3
Elective .....	4	4	Physical Science II...	4	3
	<hr/>	<hr/>	Elective .....	5	5
	17	16		<hr/>	<hr/>
				17	16
Fifth Semester			Sixth Semester		
American Govern-			Child Psychology ....	3	3
ment—Federal, State			Teaching of English,		
and Local .....	3	3	including Handwriting	4	3
Teaching of Reading ..	3	3	Music II .....	3	1½
Music I .....	4	2	Art II .....	3	1½
Art I .....	4	2	Teaching of Health ..	3	2
Curriculum in Arith-			U. S. History to 1865.	3	3
metic .....	3	2	Elective .....	3	3
School Law .....	1	1		<hr/>	<hr/>
Elective .....	3	3		22	17
	<hr/>	<hr/>			
	21	16			
Seventh Semester			Eighth Semester		
Educational Measure-			Student Teaching and		
ments .....	2	2	Conferences .....	15	12
Curriculum in Elemen-			Curriculum Materials,		
tary Science .....	4	3	Selection and Adap-		
Visual Education ....	2	1	tation .....	4	3
Children's Literature				<hr/>	<hr/>
and Story Telling ..	3	3		19	15
Evolution of the Amer-					
ican Public School ..	2	2			
Philosophy of Educa-					
tion .....	2	2			
Elective .....	3	3			
	<hr/>	<hr/>			
	18	16			

## Notes:

(1) Students who are candidates for the State Standard Limited Certificate must take as electives in the Second Year:

Teaching of Reading

Teaching of English

Curriculum in Arithmetic

(2) Students who are candidates for the State Standard Limited Certificate must take as electives in the Third Year:

Student Teaching—six semester hours

Curriculum in Elementary Science

Children's Literature and Story

Telling

Curriculum Materials

## Electives

Pre-School Child . . . .	2	2
Kindergarten-Primary Theory . . . . .	2	2
U. S. History since 1865	3	3
Special Education . . .	3	3
Child Adjustment . . .	3	3
Diagnostic and Remedial Instruction in Reading . . . . .	3	3
Parent Education . . .	3	3
Handicrafts . . . . .	4	2
Descriptive Astronomy	2	1
Courses in Speech or other approved courses from subject fields		

## INTERMEDIATE CURRICULUM

## Grades 4, 5 and 6

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including Library Science .....	4	3	English II .....	3	3
Speech .....	3	3	Principles of Geography .....	3	3
Biological Science I ..	4	3	Biological Science II..	4	3
Health Education I, including Physical Education and Personal Hygiene .....	4	2	Health Education II, including Physical Education and Personal Hygiene .....	4	2
Place and Purpose of Education in the Social Order, including School Visitation ...	3	2	History of Civilization ..	4	4
Appreciation of Music.	3	2	Appreciation of Art .	3	2
	<u>21</u>	<u>15</u>		<u>21</u>	<u>17</u>
Third Semester			Fourth Semester		
Literature I .....	3	3	Literature II .....	3	3
Economic Geography .	3	3	Principles of Sociology	2	2
General Psychology ..	3	3	Principles of Economics .....	(2)	(2)
Physical Science I ...	4	3	Educational Psychology .....	3	3
Elective .....	4	4	Physical Science II ...	4	3
	<u>17</u>	<u>16</u>	Elective .....	5	5
Fifth Semester				<u>17</u>	<u>16</u>
American Government, Federal, State and Local .....	3	3	Sixth Semester		
Teaching of Reading..	3	3	Child Psychology ....	3	3
Music I .....	4	2	Teaching of English, including Handwriting .....	4	3
Art I .....	4	2	Music II .....	3	1½
Curriculum in Arithmetic .....	3	2	Art II .....	3	1½
School Law .....	1	1	Teaching of Health ..	3	2
Elective .....	3	3	U. S. History to 1865	3	3
	<u>21</u>	<u>16</u>	Elective .....	3	3
Seventh Semester				<u>22</u>	<u>17</u>
Educational Measurements .....	2	2	Eighth Semester		
Curriculum in Elementary Science .....	4	3	Student Teaching and Conferences .....	15	12
Visual Education ....	2	1	Curriculum Materials, Selection and Adaptation .....	4	3
Children's Literature and Story Telling ..	3	3		<u>19</u>	<u>15</u>
Evolution of the American Public School...	2	2			
Philosophy of Education .....	2	2			
Elective .....	3	3			
	<u>18</u>	<u>16</u>			

**Notes:**

(1) Students who are candidates for the State Standard Limited Certificate must take as electives in the Second Year:

Teaching of Reading  
Teaching of English  
Curriculum in Arithmetic

(2) Students who are candidates for the State Standard Limited Certificate must take as electives in the Third Year:

Student Teaching—six semester hours  
Curriculum in Elementary Science  
Children's Literature and Story  
Telling  
Curriculum Materials

**Electives**

Teaching of Arithmetic	3	3
Civic Education .....	3	3
U. S. History since 1865	3	3
Industrial Arts .....	4	2
Geography of Western Hemisphere .....	3	3
Geography of Eastern Hemisphere .....	3	3
Descriptive Astronomy	2	1

Courses in Speech or other approved courses from subject fields

## RURAL SCHOOL CURRICULUM

## Grades 1 through 8

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including Li-			English II .....	3	3
brary Science .....	4	3	—Principles of Geogra-		
Speech .....	3	3	phy .....	3	3
Biological Science I...	4	3	Biological Science II .	4	3
Health Education I, in-			Health Education II,		
cluding Physical Ed-			including Physical		
ucation and Personal			Education and Per-		
Hygiene .....	4	2	sonal Hygiene .....	4	2
Place and Purpose of			History of Civilization	4	4
Education in the So-			Appreciation of Art ..	3	2
cial Order, including					
School Visitation ...	3	2			
Appreciation of Music	3	2		21	17
	21	15			
Third Semester			Fourth Semester		
Literature I .....	3	3	Literature II .....	3	3
Economic Geography .	3	3	Principles of Sociology	2	2
General Psychology ..	3	3	or Principles of Eco-		
Physical Science I....	4	3	nomics .....	(2)	(2)
Elective .....	4	4	Educational Psychology	3	3
			Physical Science II ..	4	3
	17	16	Elective .....	5	5
Fifth Semester				17	16
American Government—			Sixth Semester		
Federal, State and Lo-			Child Psychology ....	3	3
cal .....	3	3	Teaching of English, in-		
Teaching of Reading..	3	3	cluding Handwriting	4	3
Music I .....	4	2	Music II .....	3	1½
Art I .....	4	2	Art II .....	3	1½
Curriculum in Arithme-			Teaching of Health ..	3	2
tic .....	3	2	U. S. History to 1865	3	3
School Law .....	1	1	Elective .....	3	3
Elective .....	3	3		22	17
	21	16			
Seventh Semester			Eighth Semester		
Educational Measure-			Student Teaching and		
ments .....	2	2	Conferences .....	15	12
Curriculum in Ele-			Curriculum Materi-		
mentary Science ...	4	3	als, Selection and		
Visual Education ...	2	1	Adaptation .....	4	3
Children's Literature				19	15
and Story Telling ..	3	3			
Evolution of the Amer-					
ican Public School ..	2	2			
Philosophy of Edu-					
cation .....	2	2			
Elective .....	3	3			
	18	16			



**Notes:**

(1) Students who are candidates for the State Standard Limited Certificate must take as electives in the Second Year:

Teaching of Reading  
Teaching of English  
Curriculum in Arithmetic

(2) Students who are candidates for the State Standard Limited Certificate must take as electives in the Third Year:

Student Teaching—six semester hours  
Curriculum in Elementary Science  
Children's Literature and Story  
Telling  
Curriculum Materials

**Electives**

Rural Sociology . . . . .	3	3
Rural School Problems	2	2
Agriculture and Nature	3	2

Any other electives approved for Kindergarten or Grades 1, 2, 3, 4, 5 and 6.

## SECONDARY EDUCATION CURRICULUM

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including			English II .....	3	3
Library Science ....	4	3	Principles of Geog-		
Speech .....	3	3	raphy .....	3	3
Biological Science I ..	4	3	Biological Science II..	4	3
Health Education I, in-			Health Education II,		
cluding Physical Ed-			cluding Physical		
ucation and Personal			Education and Per-		
Hygiene .....	4	2	sonal Hygiene .....	4	2
Place and Purpose of			History of Civilization	4	4
Education in the So-			Appreciation of Art ..	3	2
cial Order, including				<u>21</u>	<u>17</u>
School Visitation ...	3	2			
Appreciation of Music	3	2			
	<u>21</u>	<u>15</u>			
Third Semester			Fourth Semester		
Literature I .....	3	3	Literature II .....	3	3
Economic Geography .	3	3	Principles of Sociology	2	2
General Psychology ..	3	3	or Principles of Eco-		
Physical Science I ...	4	3	nomics .....	(2)	(2)
Elective .....	4	4	Educational Psycholo-		
	<u>17</u>	<u>16</u>	ogy .....	3	3
			Physical Science II ...	4	3
			Elective .....	6	6
				<u>18</u>	<u>17</u>
Fifth Semester			Sixth Semester		
American Government—			Problems of Junior-		
Federal, State and			Senior High School .	2	2
Local .....	3	3	Adolescent Psychology	2	2
School Law .....	1	1	Electives .....	12	12
Education Measure-				<u>16</u>	<u>16</u>
ments .....	2	2			
Electives .....	10	10			
	<u>16</u>	<u>16</u>			
Seventh Semester			Eighth Semester		
Evolution of the Amer-			Student Teaching and		
ican Public School..	2	2	Conferences .....	15	12
Visual Education ....	2	1	Curriculum Materials,		
Guidance .....	2	2	Selection and Adap-		
Philosophy of Edu-			tation .....	4	3
cation .....	2	2		<u>19</u>	<u>15</u>
Electives .....	9	9			
	<u>17</u>	<u>16</u>			

### Notes:

(1) The electives in the first two years shall consist of such approved courses as will meet the needs of the student's future program of studies.

(2) The electives in the last two years shall be selected with reference to the field of service for which the prospective teacher is preparing.

### Areas of Concentration in the Secondary Field

Each prospective teacher enrolled in the secondary curriculum is required to complete one field of at least twenty-four semester hours and at least one field of not fewer than eighteen semester hours.

As early as possible in the student's enrollment he must demonstrate competence in the fields chosen before permission is granted to complete requirements for certification.

### ENGLISH FIELD

#### Required—18 semester hours

	<i>Periods</i>	<i>Credits</i>
- English I .....	3	3
- English II .....	3	3
- Literature I .....	3	3
- Literature II .....	3	3
- English Philology .....	3	3
- Advanced Composition .....	3	3

#### Electives—6 semester hours

- Shakespeare .....	3	3
- Short Story .....	3	3
Modern Novel .....	3	3
World Literature .....	3	3
- Contemporary Poetry .....	2	2
Victorian Prose and Poetry .....	3	3
Journalism .....	2	2
Pre-Shakespearean Literature .....	2	2
Romantic Period .....	3	3
Essay .....	3	3
Modern Drama .....	2	2
19th Century Novel .....	3	3

## FOREIGN LANGUAGES

The department of French would like to serve adequately three groups of students: all who desire some elementary knowledge of the language for their own general educational background; those who wish French only as related to their chosen fields; and, finally, those students who are preparing to become teachers of French. This last group studies how to make the subject vital to high school students and extends his own acquaintance with the language by using it as the oral and written medium through which to examine the civilization and literature of France. Every student of this last group is given an opportunity to teach classes in the local high school.

The Latin courses are planned definitely for those students who propose to become teachers of the subject. The newest methods are discussed and evaluated and an opportunity is given to use these methods in the local high school. Attention is focused upon the Latin language and literature as they reappear in living languages and literatures, and upon Roman social and political customs as reflected in our daily lives. The department would welcome a demand for classes open to those who are specializing in other languages but who have not previously studied Latin.

## FRENCH FIELD

### Required—18 semester hours

	<i>Periods</i>	<i>Credits</i>
Elementary French .....	6	6
19th Century and Contemporary French		
Prose and Poetry .....	6	6
Outline Course in French Literature .....	3	3
17th Century French History and Literature-		
Composition .....	3	3

### Electives—6 semester hours

Romantic and Realistic Movements in French		
Literature .....	6	6
The French Novel .....	3	3
French Drama .....	3	3

**LATIN FIELD**

	<i>Periods</i>	<i>Credits</i>
Latin 1. Ovid and Virgil .....	3	3
" II. Livy .....	3	3
" III. Cicero and Tacitus De Senectute and De Amicitia .....	3	3
" IV. Horace .....	3	3
" V. Plautus and Terence .....	3	3
" VI. Roman Civilization .....	3	3

**GEOGRAPHY FIELD****Required—18 semester hours**

-Principles of Geography .....	3	3
-Economic Geography .....	3	3
-Geography of U. S. and Canada.....	3	3
-Geography of Latin America .....	3	3
-Geography of Europe .....	3	3
Geography of the Pacific Realm .....	3	3

**Electives—6 semester hours**

Climatology and Meteorology .....	3	3
-Physiography .....	3	3
-Conservation of Natural Resources .....	3	3
Field Courses (to be approved) .....	3	3
Commercial and Industrial Geography .....	3	3
Trade and Transportation .....	3	3

**MATHEMATICS FIELD****Required—18 semester hours**

College Algebra I .....	3	3
College Trigonometry .....	3	3
Analytic Geometry .....	3	3
Calculus I .....	3	3
Calculus II .....	3	3
Statistics .....	3	3

**Electives—6 semester hours**

College Algebra II .....	3	3
Synthetic Geometry .....	3	3
History of Mathematics .....	3	3
Applied Mathematics .....	3	3



### SCIENCE FIELDS

A minimum of 24 semester hours must be presented to meet the requirements for the field of concentration.

#### A. Science

##### Required

	<i>Periods</i>	<i>Credits</i>
Biological Science I and II .....	8	6
Physical Science I and II .....	8	6
Electives in Biological Science .....		6
Electives in Physical Science .....		6

##### Electives

See courses listed under electives in Biological Science and under Physical Science.

#### B. Biological Science

##### Required Electives

Botany .....	8	6
Zoology .....	8	6

##### Electives

Ecology .....	4	3
Advanced Biology .....	4	3
Advanced Zoology .....	4	3
Physiology .....	4	3
Bacteriology .....	4	3
Parasitology .....	4	3
Comparative Anatomy .....	4	3
Histology .....	4	3
Genetics .....	3	3
Embryology .....	4	3
Entomology .....	4	3
Advanced Nature Study .....	4	3

#### C. Physical Science

##### Required Electives

General Inorganic Chemistry .....	12	8
General College Physics .....	12	8

## Electives

	<i>Periods</i>	<i>Credits</i>
Qualitative Analysis .....	4	3
Quantitative Analysis .....	4	3
Organic Chemistry .....	4	3
Physical Chemistry .....	4	3
Industrial Chemistry .....	4	3
Physiological Chemistry .....	4	3
Food Chemistry .....	4	3
Collodial Chemistry .....	4	3
Descriptive Astronomy .....	2	1
Physiography .....	3	3
Geology .....	4	3
Mechanics .....	4	3
Heat .....	4	3
Magnetism and Electricity .....	4	3
Hydrostatics .....	4	3
Optics .....	4	3
Modern Physics .....	4	3
Sound .....	4	3
Physics Laboratory .....	4	3

## D. Chemistry

## Required Electives

General Inorganic Chemistry .....	12	8
Qualitative Analysis .....	4	3
Quantitative Analysis .....	4	3
Organic Chemistry .....	4	3

## Electives

Physical Chemistry .....	4	3
Industrial Chemistry .....	4	3
Physiological Chemistry .....	4	3
Food Chemistry .....	4	3
Collodial Chemistry .....	4	3

## E. Physics

## Required Electives

General College Physics .....	12	8
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## Electives

	<i>Periods</i>	<i>Credits</i>
Mechanics .....	4	3
Heat .....	4	3
Magnetism and Electricity .....	4	3
Hydrostatics .....	4	3
Optics .....	4	3
Modern Physics .....	4	3
Sound .....	4	3
Physics Laboratory .....	4	3

## SOCIAL STUDIES

## Required—18 semester hours

History of Civilization .....	4	4
Sociology or Economics .....	2	2
American Government .....	3	3
U. S. History before 1865 .....	3	3
Social and Industrial History of U. S. ...	3	3
Modern European History .....	3	3

## Electives—6 semester hours

Early European History .....	3	3
Principles of Economics .....	2	2
Principles of Sociology .....	2	2
Latin American History .....	3	3
Comparative Government .....	3	3
European History since World War ....	3	3
Origin of Social Institutions .....	3	3
History of England .....	3	3
U. S. History since 1865 .....	3	3
History of the Far East .....	3	3
History of Pennsylvania .....	3	3
History of Ethics .....	3	3
Renaissance and Reformation .....	3	3
Industrial Relations .....	3	3

## HEALTH AND PHYSICAL EDUCATION CURRICULUM

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Class</i>	<i>Semester</i>		<i>Class</i>	<i>Semester</i>
	<i>Hours</i>	<i>Hours</i>		<i>Hours</i>	<i>Hours</i>
English I, including Li-			English II .....	3	3
brary Science .....	3	3	Biological Science II .	4	3
Biological Science I ..	4	3	Chemistry of Nutrition	4	3
Chemistry .....	4	3	Appreciation of Art ..	3	2
Personal Hygiene ....	3	3	Place and Purpose of		
Appreciation of Music	3	2	Education in the So-		
Physical Education			cial Order, including		
Activities .....	9	3	School Visitation ..	3	2
	<hr/>	<hr/>	Introduction to Phys-		
	26	17	ical Education .....	1	1
			Physical Education		
			Activities .....	9	3
				<hr/>	<hr/>
				27	17
Third Semester			Fourth Semester		
Literature I .....	3	3	Hygiene (Community)	3	3
Physiology I .....	3	3	Physiology II .....	3	3
History of Civilization	2	2	History of Civilization	2	2
General Psychology ..	3	3	Descriptive Anatomy .	3	3
Physical Education			Physical Education		
Activities .....	6	2	Activities .....	6	2
Elective .....	3	3	Elective .....	3	3
	<hr/>	<hr/>		<hr/>	<hr/>
	20	16		20	16
Fifth Semester			Sixth Semester		
Speech .....	3	3	Physical Education		
Economic Geography .	3	3	Tests .....	3	3
Mechanical Analysis of			American Government	3	3
Activities .....	2	2	Mechanical - Anatom-		
Physical Education			ical Analysis of Act-		
Activities .....	9	3	ivities .....	2	2
Elective .....	4	4	Principles of Sociology		
	<hr/>	<hr/>	or Principles of Ec-		
	22	15	onomics .....	2	2
Seventh Semester			Physical Education		
Philosophy of Edu-			Activities .....	9	3
cation .....	2	2	Elective .....	3	3
Leadership in Pro-				<hr/>	<hr/>
tection Procedures ..	2	2		22	16
Nature and Function			Eighth Semester		
of Play .....	2	2	Student Teaching and		
Festivals and Pageants	2	2	Conference .....	18	12
Organization and Ad-			Curriculum Materials.	4	4
ministration of Phys-				<hr/>	<hr/>
ical Education ....	4	4		22	16
Visual Education ....	2	1			
Physical Education					
Activities .....	6	2			
	<hr/>	<hr/>			
	20	15			

## TEACHER EDUCATION CURRICULUM IN MUSIC EDUCATION

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Class Semester Hours Hours</i>			<i>Class Semester Hours Hours</i>	
English I, including Library Science ....	4	3	English II .....	3	3
Place and Purpose of Education in the So- cial Order, including School Visitation ...	3	2	Speech .....	3	3
Harmony I .....	3	3	Harmony II .....	3	3
Solfeggio I .....	3	2	Solfeggio II .....	3	2
Ear Training I .....	3	2	Ear Training II .....	3	2
Private Study—Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band	9	3	Private Study—Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band	9	3
Health Education ....	2	1	Health Education ....	2	1
	27	16		26	17
Third Semester			Fourth Semester		
Appreciation of Art..	3	2	Principles of Sociology	2	2
History of Civilization	4	4	Literature I or II ....	3	3
Harmony III .....	2	2	Harmony IV .....	2	2
Solfeggio III .....	3	2	Elements of Con- ducting .....	2	2
Ear Training III .....	3	2	Methods and Materials I .....	4	3
Eurythmics I .....	2	1	Eurythmics II .....	2	1
Private Study—Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band	9	3	Private Study—Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band	9	3
	26	16		24	16
Fifth Semester			Sixth Semester		
General Psychology ..	3	3	Educational Psychol- ogy .....	3	3
Advanced Choral Con- ducting .....	3	3	Harmony VI .....	2	2
Harmony V .....	2	2	Advanced Instrumen- tal Conducting .....	3	3
History and Appreci- ation of Music I....	3	3	History and Appreci- ation of Music II....	3	3
Methods and Materials II .....	4	3	Methods and Materials III .....	4	3
Private Study—Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band	9	3	Private Study—Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band	6	2
	24	17		21	16



Seventh Semester			Eighth Semester		
Physical Science . . . . .	4	3	Educational Measure- ments . . . . .	2	2
Student Teaching and Conference . . . . .	8	6	Student Teaching and Conference . . . . .	7	6
Private Study—Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band	6	2	Private Study—Voice and Piano or (Organ) Chorus, Instruments, Orchestra and Band	6	2
Elective . . . . .	4	4	Elective . . . . .	5	5
	<u>22</u>	<u>15</u>		<u>20</u>	<u>15</u>

## DESCRIPTION OF COURSES BY DEPARTMENTS

### ART

#### Art I—Elementary Industrial Art 2 credits

A foundation course which develops ways and means of unifying the work of the elementary and intermediate grades through activities and experiences. The media is that used in the public schools, paper, cardboard, thin wood, clay and weaving materials.

#### Art II—Elementary Drawing, Design and Color 1½ credits

This course establishes principles, develops skills and gives experience in handling the different media such as crayon, chalk, pencil and watercolor as it is used in the public schools. Problems are given in organizing and evaluating art activities, the general principles underlying art teaching are discussed.

#### Art IV—The History and Appreciation of Art 2 credits

A survey of the essential periods of art throughout the ages. Illustrated lectures, reports, museum visits.

#### Arts and Crafts 3 credits

As an elective course students are given the opportunity to develop original ideas in modeled and incised tiles, panels, plaster of Paris plaques, application of brass and copper to wood, etched glass, batik, jewelry, and wall hangings in cork.

#### Advanced Design 3 credits

The purpose of this course is to acquaint the interested student with the development of contemporary design; to practice this knowledge with different media. To discuss newer tendencies in the teaching of art structure. The entire work will be both practical in its application to the requirement of industry, and to its application to the teaching of Art today.

### EDUCATION

#### Place and Purpose of Education in the Social Order 2 credits

This is distinctly an orientation and guidance course. It deals particularly with the problems that face the student in understanding the nature and importance of the teaching pro-

fession and his own preparation for it. It involves a broad survey of the educational organization in the country at large with detailed reference to certain particular situations.

### **Philosophy of Education** 2 credits

This course aims to help the student form his own thinking relative to the underlying purposes of education in a Democracy and to see how these affect the work of the teacher, the schools, and the nature of the educational program;—Readings, discussions, reports, investigations and lectures.

### **Evolution of the American Public School System** 2 credits

This course involves an historical consideration of the growth and development of public education in the United States from Colonial times to the present. Special emphasis will be placed upon the history of education in Pennsylvania;—Required readings, reports, lectures and discussions.

### **Principles of Education** 3 credits

The purposes of this course will be to survey briefly the development and nature of secondary education in America, the nature of the secondary school population, and the adolescent boy and girl in particular. Special attention will be given to current and possible future trends.

### **Teaching of Primary Subjects** 3 credits

This course is designed to give the students of the Kindergarten-Primary curriculum a brief but comprehensive acquaintance with the subjects taught in the primary grades. The subjects considered in detail are the teaching of Spelling, the teaching of Language, and the teaching of Geography. Special emphasis is given to the principles and philosophy of the activity program and to the development of unit work.

### **Teaching of Reading** 3 credits

This is a course involving in particular the technique and methods of the teaching of reading activities from the Kindergarten through grade six. It covers the evolutionary development of reading, the place of reading activities in life, and certain of the physiological and psychological aspects of reading. Special attention is also given to the problems of material, to measurements of progress and to diagnosis and remedial methods. Demonstrations and discussions are important features of the course.

**General Psychology****3 credits**

This is a basic course in general psychology and is required for all fields of teaching. It deals with the brain and nervous system in all of their aspects and how these influence the behavior and learning of human individuals. Special emphasis is placed upon the consideration of the problems of children of a given age. For instance those pupils preparing to teach in high school will spend much of their time studying the traits of the adolescent, etc.

**Educational Psychology****3 credits**

This course aims to present the facts and principles of psychology in relation to present educational issues. Various practices in education will be evaluated in the light of these facts and theories. Several basal psychologies of learning will be considered, such as Thorndike's conditioned response, Gestalt, etc. Such topics as forgetting, intrinsic and extrinsic learning, individual differences, transfer of training, and personality will be considered.

**Child Psychology****3 credits**

This course is concerned with the study of the development of the child from birth to the adolescent years. The physical, environmental and psychological factors that condition the child's development will be considered and the factors leading to abnormal development and behavior problems, as well as factors contributing to the normal development of the child will be given special attention.

**Psychology of Adolescence****2 credits**

An intensive study will be made of the mental life and behavior of boys and girls during the adolescent stage of development. Particular emphasis will be placed upon the educational significance of the changes due to this period of child development.

**Pre-School Child****2 credits**

This course is concerned with a study of the development of the child from birth to the kindergarten age. It will consist of detailed discussions and investigations of the physical, mental, emotional, and social factors that contribute to this development. Special attention will be given to the problems of the nursery school.

**Special Education**

3 credits

This course is concerned with the study of the development of special education, the education of the gifted, the mentally retarded and the physically handicapped child. The application of legislation regarding special education will be considered. Methods of teaching the "special" child and observation in special classes will be a feature of the course.

**Kindergarten-Primary Theory**

2 credits

This course deals primarily with kindergarten-primary aims, purposes, techniques and equipment. Special attention is given to modern tendencies in kindergarten-primary practice, particularly to the relation of the kindergarten to the primary grades. Observation in the Demonstration School is a prominent feature of the course.

**Diagnostic and Remedial Instruction in Reading**

3 credits

This course is chiefly concerned with diagnosing the difficulties which children in the early grades have in developing desired reading skills and with the application of effective remedial measures. The early development of a reading clinic is anticipated which should serve as an effective laboratory for part of the work of the course.

**Visual Education**

1 credit

The course in visual education takes up the need for visual aids in teaching, types of visual aids available and the general techniques pertinent to their use. Detailed studies are made of the school journey, objects, models, museums, the still and motion picture, and varied graphic materials. The course is largely a laboratory course with special emphasis upon the actual practice and application of the techniques studied.

**Student Teaching and Conference**

12 credits

This course is a period of apprenticeship for the prospective teachers. It provides opportunity for the beginner to observe and to participate in a period of practice teaching under the sympathetic guidance of master teachers. Student teaching is carried on to meet the needs of each curriculum—Kindergarten-Primary, Intermediate, Rural, Secondary, Health Education and Public School Music.



## PARENT EDUCATION

### Parent Education

3 credits

A study of the broad field of parent education, designed to be helpful to leaders of parent education groups and to teachers who wish to understand how to cooperate most helpfully in carrying on such work in connection with their schools. The significance and meaning of parent education, the subject matter with which it may be concerned, methods suitable for use with adult groups, and helpful sources of material, are the chief topics considered.

### Problems in Junior-Senior High School Education

2 credits

This course involves a consideration of the practical problems of development, organization, and management as they affect today's high school teacher at work. It will consider in detail such problems as marks and marking, modern disciplinary situations, student participation in school control, extra curricular activities, the changing curriculum, etc.

### Educational Measurements

2 credits

This course will consist of an examination, discussion, and evaluation of the various tests of intelligence and a discussion of the nature and distribution of intelligence. The various educational and achievement tests will also be considered in relation to their use, value and interpretation. The fundamentals of educational statistics will be studied in connection with their use in the testing program.

### Guidance

2 credits

This course is designed to give a general view of all phases of the guidance program in the secondary school. The unit on educational guidance treats such topics as; interest tests and their use, colleges and their opportunities, educational opportunities other than college, financing educational plans, the college of the future. In vocational guidance techniques for developing and guiding the interests and abilities of individuals are stressed, the job analysis, the course in occupations, methods of teaching vocations, vocational tests. In social-moral guidance activities are presented to shed greater light upon the social development of the individual, the home room program, personality development, tests of social usage, the handbook. General administration, organization and curriculum in guidance completes the course.

**School Law**

1 credit

This course will concern itself with the sources of school law and with trends in its development in the United States in general and in Pennsylvania in particular. A major part of the course will be devoted to a detailed practical consideration of existing school legislation in Pennsylvania. Desired new legislation will be discussed and some comparisons will be made with school laws in neighboring states. The work will consist of discussions, reports, lectures, and investigations.

**Curriculum Materials, Selection and Adaptation** 3 credits

A study of the process of developing a curriculum to meet the needs of a particular group of children. The curriculum is defined, and its relationship to educational objectives and the needs, interests, and capacities of children is studied. Special emphasis is placed on planning the entire curriculum in relation to the needs of the group, and on methods and means of making it an integrative experience for the child.

**Rural School Problems**

2 credits

A study of the problems that arise from the background and form of organization of the rural school. Because of the prevalence of one-teacher schools, particular emphasis will be placed on their problems, but attention will also be given to the peculiar problems of the consolidated school. The purpose of the course will be to understand these problems and to find the most satisfactory solutions for them.

**ENGLISH****English I**

3 credits

This course includes significant historical aspects of the English language, work in vocabulary enrichment, use of the dictionary, and unit studies in functional grammar. One period each week is spent in learning to use a library efficiently, with special emphasis on the card catalog, reference books, and magazine indexes,

**English II**

3 credits

This course stresses the interpretive side of English from the sentence to the paragraph and to the composition as a whole. Analysis, outlining, and precis writing are practiced. Creative writing is primarily composition of an expository and descriptive nature. Prerequisite: English I.

**Advanced Composition****3 credits**

A course in writing of narration, description and the essay, with special stress upon the principles of the formal and informal essay. Prerequisites: English I and II. Required for English Majors.

**English Literature****3 credits**

A rapid survey of English Literature, concentrating on major figures and movements. An anthology is used.

**American Literature****3 credits**

A rapid survey of American Literature, concentrating on major figures and movements. An anthology is used.

**Children's Literature****3 credits**

A survey of those stories, poems, and fiction known as children's literature. The course is planned to help the teacher locate and select appropriate material for daily classroom use and for programs celebrating various occasions during the school year.

**Speech****3 credits**

An introduction to Parliamentary Law and a course in the fundamentals of Public Speaking with emphasis upon the effective presentation of ideas.

**Nineteenth Century Novel****3 credits**

This course considers the development of the novel in England during the nineteenth century. The works of representative novelists of the period are studied.

**Modern Novel****3 credits**

This course is designed to acquaint students with some of the important English and American novelists of the twentieth century. Representative novels by such writers as John Galsworthy, Arnold Bennett, H. G. Wells, Willa Cather, Edith Wharton, Ellen Glasgow, Sinclair Lewis, and Theodore Dreiser are read and discussed.

**Philology and Grammar****3 credits**

This course includes the study of the history and development of the English language, and an intensive study of essentials of English grammar, with the relation of these principles to the structure of the sentence.

**Contemporary Poetry** 3 credits

This course considers the movements in poetry from 1850 to the present. It includes a study of the outstanding English and American poets of today.

**Dramatic English** 3 credits

A fundamental course in the theory and practice of acting and directing. It contains text material in technique; reading and discussion of examples of dramatic literature; student lectures on current events in the theatre and related topics; and laboratory practice in life study, patomime, interpretation of lines and the production of one-act plays.

**Foreign Classics-World Literature** 3 credits

This course studies, in translation, the great classics of the world. Some attempt is made to recognize the indebtedness of English literature to these masterpieces.

**Victorian Prose and Poetry** 3 credits

A survey of the literature of the Victorian Period and a detailed study of eight prominent authors. Some attempt is made to show the beginnings of certain literary and social movements that affect present day thinking.

**Speech Problems** 3 credits

This course is designed to equip one with the knowledge and technique necessary to diagnose and correct voice and speech defects. A clinic, organized to give students experience in treating cases of defective speech within the college and vicinity, is operated in conjunction with this course. Here those with defective hearing are given hearing tests. Records are made of the student's speech so that they may hear their speech imperfections and note progress after a period of training.

**Shakespeare** 3 credits

This course includes a brief historical examination of Renaissance England, a survey of the Elizabethan theatre, biographical data and an intensive study of a number of the plays. Methods of selection, preparation and presentation of the plays for secondary students are discussed. Research, lectures and readings are the materials of the course.

**Choral Speaking** 3 credits

Choral speaking aims through the communal voicing of poetry; to stimulate appreciation, interpretation, and artistic expression of poetry; to demonstrate the educational and social values of unison speech; and to train choral leaders in the technique of choir conducting and the selection and treatment of materials.



**Journalism**

2 credits

This course will include the study and writing of the principal types of newswriting: news, feature, and editorial, it will give practice also in headline and caption writing, editing, and make-up of the school paper. This course may be elected only with the consent of the instructor.

**Modern Drama**

3 credits

This course includes a biographical study of playwrights from Ibsen to the present day, and the reading and discussion of about forty of their plays, together with a general survey of the backgrounds reflected therein.

**Pre-Shakespearean Literature**

3 credits

This course includes a study of the development of the drama in England, a survey of this Elizabethan theatre, biographical data and an intensive study of a number of the plays. Methods of selection, preparation and presentation of the plays for secondary students are discussed. Research, lectures and readings are the materials of the course.

**Short Story**

3 credits

This course is a survey of the short story as it appeared in various literatures of the world. Although the contributions of foreign countries to the short story form are studied, emphasis is placed upon the development and present trends of the short story in America.

**Teaching of English**

3 credits

This course covers the teaching of spelling, language, grammar, and the use of the dictionary in the elementary grades. Vocabulary building will receive attention. Emphasis will be placed on the teaching of literature suitable for these grades. There will be a study of remedial teaching suited to the correction of prevalent mistakes in written and spoken English.

**Dramatics for the Elementary Grades**

The course deals with the techniques of dramatic-play, dramatization and play production. It will include discussion of the educational principles underlying the choice of the form to be used with children in the kindergarten and elementary grades. It is planned to give the student a critical acquaintance with a variety of materials and to furnish a basis for the selection and utilization of such materials.



## FOREIGN LANGUAGES

### **French I—Phonetics and Conversation** 3 credits

A theoretical and practical study of the sounds of the language with exercises in pronunciation and intonation. To develop an ability to understand and express simple ideas there is conversation based on daily activities. Prerequisite: Two years of French taken before entering college. Those who desire French as one of their elective fields should begin French I as freshmen.

### **French II—Composition and Readings in the Short Story** 3 credits

This course trains for free composition although it reviews the student's grammatical knowledge by considering methods of teaching same in secondary schools. Extensive and intensive reading includes a study of methods of handling texts. Daudet, Maupassant, Balzac, Zola. Prerequisite: French I.

### **French III—The Pre-War Novel; Composition** 3 credits

This course is conducted entirely in French and the development of the novel is traced from the Middle Ages to the end of the World War. Readings from Loti, France Bourget and Rolland. The composition continues that of French II. Prerequisite: French I and II.

### **French IV—French Romanticism** 3 credits

A study of the development of this movement with readings in prose and poetry of the eighteenth and nineteenth centuries. "Explication de textes," the method prevalent in France, is used. Prerequisite: French I and II.

### **French V—French Classical Prose** 3 credits

An anthology of the literature of the Middle Ages furnishes an introduction to the course; masterpieces of the period are discussed and importance is given to the social and historical background. Prerequisite: French I and II.

### **French VI—Drama of the Seventeenth Century** 3 credits

This includes a study of the theatre in France with careful readings of the works of Corneille, Moliere and Racine. A general bibliography useful for students of French is compiled and criticised.

**French VII—Eighteenth Century Philosophers** 3 credits

Problems in Method. Special attention to correlation of French with other subjects.

**French VIII—Literature of Today** 3 credits

This course is made to comply with the individual needs and interests of those selecting it.

**Latin I—Ovid's Metamorphoses** 3 credits

Recognition of forms; comprehension of syntax; Roman mythology; meter of Ovid and Virgil; pronunciation; vowel length; how to teach forms and syntax.

**Latin II—Livy** 3 credits

Short review of Roman history; maps; military tactics, equipment, organization, etc.; warfare as seen in Punic and Gallic wars; how to acquire and teach vocabularies.

**Latin III—Cicero's De Amicitia and De Senectute; selected letters** 3 credits

Schools; training for public life; life and public career of Cicero; public offices and titles defined; Cicero's friends; Roman philosophy, religion, divination, etc. How to handle Latin readings. Methods discussed will be applied to material read in class.

**Latin IV—Odes and Satires of Horace** 3 credits

Emphasis placed on Horace in other world literatures. Meters of Horace; Horace in English Literature; Roman travel, medicine, dentistry, home and family, food; map of Horace's journey. Justification of study of Latin; objectives; class-room projects; sight reading.

**Latin V—Plautus and Terence and the Roman theatre** 3 credits

Roman dress, amusements, holidays, monetary system, calendar. Review idioms and exercises on Caesar and Cicero. Individual problems in student teaching; current magazine articles.

**Latin VI—Survey Course in History of Latin Literature** 3 credits

Reading of authors not dealt with previously, Lucretius, Catullus, Martial, Tacitus, Juvenal, Pliny, etc. Bibliography for problems arising in teaching of Caesar, Cicero and Virgil and the re-reading of parts of these at sight. Discussion of text books.

## GEOGRAPHY

### **Principles of Geography** 3 credits

An introductory course leading to an understanding of geography as a science of relationships between man and his natural environment through a study of outstanding adjustments to the natural environment in various parts of the world.

### **Physiography** 3 credits

Deals with investigations of the physical features of the earth and their relation to life, particularly man. A fundamental part of geography and essential to scientific geographic understanding.

### **Geography of Europe** 3 credits

A geographic analysis and interpretation of natural, political and economic regions of Europe followed by a study of work and population patterns of Europe as a whole. European spheres of influence are introduced.

### **Conservation of Natural Resources** 3 credits

A survey of the extent and distribution of our natural resources, the problems arising from their exploitation, and the aims and practices of conservation as related to the nature of the resource. Emphasizes the place of geographic understanding in the development of national, state, and local conservational programs of merit.

### **Geography of Pacific Realm** 3 credits

A study of the major regions of Asia, Africa, Australia, and islands of the Pacific and Indian Oceans from the viewpoint of outstanding relationships between cultural and natural landscapes.

### **Economic Geography** 3 credits

Develops understanding of world patterns of present and potential producing and consuming areas through study of regional work activities in their natural environmental and inter-regional relationships.

### **Climatology and Meteorology** 3 credits

A systematic study of atmospheric phenomena and a description and geographic interpretation of the major climatic regions of the world.

**Geography of Eastern Hemisphere****3 credits**

An analysis of the relationships between cultural and natural layouts of major regions, natural, political, economic, of the Eastern Hemisphere; of the continents of this hemisphere; and of the hemisphere as a whole.

**Geography of Pennsylvania****3 credits**

A study of (1) major work activities from standpoint of geographic planning, (2) how these activities bring Pennsylvania into relation with other parts of the United States and the rest of the world, and (3) work and population patterns in their world relations.

**Field Course in Geography****3 weeks, 3 credits****6 weeks, 6 credits**

A survey of economic geography and physiography of selected regions by means of actual observation and research. Field courses include following regions: Pennsylvania and adjoining areas; Northeastern United States; Middle Atlantic and Southern Appalachian regions; and Western United States. (For itinerary and other information write to Dean W. W. Menhennett, State Teachers College, West Chester, Pa.)

**Geography of Western Hemisphere****3 credits**

A study and interpretation of the major regions of the United States, Canada, and Latin America from the viewpoint of the relationship between life activities and environment. Required in the Elementary Curriculum.

**Geography of United States and Canada****3 credits**

Aims to acquaint the students with the adjustments which man has made to his environment in the several sections of these areas, and to show the need for conservation of resources in these areas. Required elective in field of Geography.

**Trade and Transportation****3 credits**

The geography of commercial products and of transport. Considers areas of commercial production and choice and importance of trade routes, both land and sea. Special attention given to the geography of ocean transport and the participation of leading maritime nations.



**Commercial and Industrial Geography** 3 credits

An intensive study of the relationship between industrial and commercial activities of the major work regions of the world and the natural environmental conditions of those regions. Leads to a geographic understanding of the interdependence of nations.

**Geography of Latin America** 3 credits

A study of man's adjustment to environment in Mexico, Middle and South America, emphasizing the mutual benefits to be derived from amicable relations between United States and the various countries of Latin America. Required elective in the field of Geography.

**Geographic Influences in American History** 3 credits

A study of how the geographic conditions of America influenced American History. Creates an appreciation of the parts played by nature and society in the development of our social life.

**HEALTH AND PHYSICAL EDUCATION****Gymnastic Activities I and II** 1 credit each semester

This is an introductory course which includes formal gymnastics: marching, field ball, volleyball, apparatus work, elementary stunts, tumbling, boxing, speed ball and tennis. The men students are required to pass a minimum number of safety skills on the apparatus.

**Gymnastic Activities III and IV** 1 credit each semester

The first semester is devoted to beginners clogging and tap dancing. During the second semester practice teaching using the materials learned in the first year is required in small units. Advanced work is given in games, stunts, relays, wrestling and apparatus work. The women students are given instruction and practice in tennis as well as work in pyramid building.

**Gymnastic Activities V and VI** 1 credit each semester

Methods of teaching gymnastics and nomenclature of apparatus exercises are emphasized in this course. Informal methods and natural activities are studied and presented by student teachers to their own units. Advanced apparatus is taught and certain skills are required from each student. The women students are required to learn soccer, football and various individual sports, i. e., jump rope, hop scotch, hand ball, advanced tennis, hand tennis, etc.



**Gymnastic Activities VII and VIII** 1 credit each semester

Theory and methods of different systems of gymnastics are studied and practiced. Planning demonstrations for schools and originating games is also required. Practice teaching and discussion of speed ball, tennis, schoolroom activities are required of the women students.

**Athletic Activities I and II** 1 credit each semester

This course is designed to give instruction in the fundamentals of football, basketball, baseball and track. Lectures on rules and techniques with special emphasis placed on the development of skill. The women students will receive instruction in field hockey, basketball and baseball, and, in addition will have individual sports like hand ball, hand tennis, bowling, etc.

**Athletic Activities III and IV** 1 credit each semester

This course is designed to give instruction in the fundamentals of football, soccer, basketball, track badminton, archery, bowling, tennis, hand ball, etc. The women students receive instruction in field hockey in addition to the individual sports listed above. Spalding guides in the above sports are required.

**Athletic Activities V and VI** 1 credit each semester

This course is designed to present advanced technique and strategy of football, basketball, baseball and track. Team play is emphasized here. The material is covered in a manner that gives the students the coaching point of view. Methods of coaching field hockey, basketball and baseball are presented to the women students and practice in officiating under supervision is emphasized.

**First Aid** 1 credit

This course is to acquaint the student with the bodily structures, pressure points, knowledge of which is necessary in the application of first aid measures. The use of splints, various types of bandaging and treatment for various accidents are discussed and practice is given where possible. Lectures, discussions, demonstrations and projects are the methods used in covering this course.

**Acquatic Activities I and II** 1 credit each semester

The course in swimming will include practice and techniques in teaching a variety of swimming strokes, stunts, and

water games. It will include the American Red Cross Life Saving Test as well as the new Intercollegiate Life Saving Test. Emphasis will be placed on coordination, timing, safety, and emotional development. How to teach swimming will be emphasized throughout the second semester.

### **Physical Education I and II**

1 credit each semester

This course aims to give the student a knowledge of sports and games which will enrich their use of leisure time both during and after college years. It also aims to provide vigorous indoor and outdoor exercise which will be beneficial to the health of the students. The course also guides the student in the selection of activities, their application to different age levels and also directs their practice teaching of these activities so that they may carry out the program of physical education efficiently when they are teaching in the schools of the Commonwealth. Students enrolled in the Kindergarten-Primary, Intermediate, Rural, Secondary and Public School Music curricula are required to take Physical Education.

### **Eurythmics I and II**

1 credit each semester

A study whose aim is the harmonious development of brain, muscles and sensibilities. The course emphasizes the realization of rhythm in bodily movements, and the perception of musical rhythm in muscular activity. It includes the fundamentals of musical form and the fundamentals of the dance with a study of their common elements. This course is required of students in the Public School Music Curriculum.

### **Principles and Methods of Coaching**

2 credits

Principles governing the organizing of athletics for various age groups are presented. Instruction and practice in the methods and techniques of coaching the various sports is given, while advanced techniques and strategy of these sports is required of every student.

### **Physiology of Exercise**

2 credits

Study of the reaction of the various bodily systems to muscular activity. Individual systems studied separately with the coordination of bodily activity stressed later. The elements of fatigue and staleness emphasized. Prerequisites: Anatomy and Physiology.

**Individual Gymnastics****2 credits**

The course deals with: a thorough study of good body mechanics and their influence on growth and development; common structural and functional deviations from the normal; the physical examination, including recognition of normal and abnormal types, methods of examining, record-keeping and follow-up work; classification of children for programs in Physical Education; types of programs for different groups; methods of teaching corrective and remedial Physical Education; and, at the end of the semester, several lessons devoted to the principles and technique of massage as it applies to the injuries and abnormalities in the Physical Education field.

**Dancing I and II****1 credit each semester**

Fundamentals of rhythm in dance and music with a study of their common elements and relation to each other. The use of percussion and musical accompaniment in the dance. Clog and tap dancing, folk and athletic dancing and American country dancing, and the use of these in recreational programs. Technique and methods of teaching.

**Administration and Supervision of Physical Education****2 credits**

This course deals with the administrative relationships and procedures in the conduct of health and physical education programs in the public schools. The main topics considered are: underlying philosophy of Health and Physical Education; responsibility of the State for Education and for Health and Physical Education; gymnasium and pool facilities; class organization, direction and function of staff members; constructing and revising a course of study; supervision of athletics; organization of a health service; health supervision and Health instruction; publicity and means of evaluating a program in Health and Physical Education; projects; reports and lectures.

**Festivals and Pageants****2 credits**

Theory and practical problems in stage movement and business; lighting; costume; and make-up. Material presented from the standpoint of the director of pageants in schools and playgrounds.

**Hygiene I****3 credits**

This course aims to improve the attitudes and practices of the students as well as giving a background of information

concerning personal and community health matters. The course is divided into units covering food, physical activity, fatigue and rest, fresh air and sunshine, special senses, prevention of disease, care of the skin, mental hygiene, stimulants and narcotics, social hygiene and safety education. Special reports and applications of material to student problems are required.

### **Hygiene II—School and Community** 3 credits

This course includes the discussion of the School Health Program from the standpoint of Healthful School Living, Health Service and Methods and Materials of Health Instruction, grades 1 through 12. The course includes also, the discussion of Community Health as it is related to the School Health Program and the work of the United States Public Health Service.

### **Mechanical-Anatomical Analysis of Activities** 2 credits

A study of good body-mechanics, with the common structural and functional deviations from the normal. The effects of the different physical education activities upon anatomical structure and bodily movement, and adaptation of activities to the needs of divergent cases.

### **Nature and Function of Play** 2 credits

A study of the theory and philosophy of play. A brief discussion of the historical role of play and its influence in the social development of various peoples. A classification of play activities as related to the interests and abilities of different age levels. Recreational forms of play and principles of leadership.

### **Curriculum Materials** 4 credits

Includes the discussion and evaluation of Health and Physical Education curriculum material and methods of teaching from the standpoint of educational philosophy.

### **Student Teaching in Health and Physical Education**

Includes observation, participation and teaching under capable cooperative teachers; it includes, also, conferences with the supervisor in charge. Opportunities are provided for Health Instruction in the Elementary grades and for the teaching of Physical Education in grades 1 through 12.



**Mechanical Analysis of Activities**

2 credits

This course is designed to acquaint the student with the techniques and mechanics of movements in physical activities as based upon the anatomical relationship of muscles, bones and neural control.

**Introduction to Physical Education**

1 credit

The purpose of this course is to orient the student to the elementary problems of physical education. It includes the presentation of a brief history of physical education, with emphasis on the various systems of physical education in Europe which have influenced our own system of physical education in America. Terms and nomenclatures and underlying science of physical education activities will also be considered.

**Organization and Administration of Physical Education**

4 credits

The purpose of this course is to have the student acquire knowledge of how the health and physical education program is organized, conducted, and supervised in the elementary and secondary public schools. The main topics considered are: underlying philosophy of health and physical education, legal status of physical education and laws affecting teachers of physical education. Routine clerical work required of teacher in rendering reports, class organization, constructing and revising a course of study, preparing an outline both in health instruction and physical activity program, publicity and means of evaluating a program of health and physical education.

**Physical Education Tests**

3 credits

This course consists of: a study and evaluation of achievement tests in Physical Education; methods of constructing achievement tests and finding the relationships of capacity, ability and achievement.

Practical tests and measurements will be made by the student under the supervision of the instructor.

**Leadership in Protective Procedures**

2 credits

Prevention and emergency care of injuries of all types; but with special reference to first aid, bandaging and massage, lectures, discussions, demonstrations and projects involving practice by the students are the methods used in covering this course.



## MATHEMATICS

### College Algebra I 3 credits

This course is designed for students majoring in Mathematics and the Physical Sciences but is primarily for the benefit of those students who are preparing to teach Mathematics in the high school. A thorough review is made of those topics which are usually included in high school Algebra. Special emphasis is placed upon the graph, the theory of exponents, the quadratic equations, inequalities, imaginary numbers, and progressions. The professional viewpoint is constantly emphasized and complete mastery of subject matter is required. This is a fundamental course and is a prerequisite for all work in Mathematics in the college.

### College Algebra II 3 credits

This course is a continuation of Algebra I and is conducted on the same plan. It includes mathematical induction, variation, complex numbers, logarithms, theory of equations, theory of investment, partial fractions, determinants, permutations, combinations, the theory of probability, and higher equations. Prerequisite: Algebra I.

### Plane Trigonometry 3 credits

This course is, in the main, a subject matter course embodying a comprehensive presentation of the following: trigonometric functions of an acute angle of a right triangle; the significance of positive and negative angles and of trigonometric angles in general; functions of ( $\dots A \dots n \times 360$ ); functions of the sum of two angles, the difference of two angles, double angles and half angles; theory of logarithms; trigonometric identities; inverse trigonometric functions; solutions and areas of triangles by natural functions and by logarithmic functions.

### Analytic Geometry 3 credits

A course which takes up the study of the straight line, circle, parabola, ellipse, and hyperbola. Its aim is to show the relationships between geometry, trigonometry, and algebra and to furnish a background for the calculus and for the teaching of mathematics in the junior and senior high schools. Prerequisites: Algebra I and Trigonometry.

### Teaching of Mathematics in the Junior and Senior High School 3 credits

This course is designed to give instruction in modern methods and techniques in teaching mathematics in the junior and senior high schools. It includes demonstrations and dis-

cussions of the organization of materials, classroom procedure, and present trends in education. Methods of presenting arithmetic, intuitive geometry, algebra, and demonstrative geometry are included in the course.

### **Calculus I**

3 credits

A course covering the differentiation of algebraic, trigonometric, logarithmic, and exponential functions with practical applications involving the aid of the first and second derivatives. The subjects of maximum and minimum values, velocity, and acceleration, problems in rates, areas, work, etc., are studied.

### **Calculus II**

3 credits

A course continuing the work of Calculus I. It includes the integrating of the functions studied in Calculus I, the study of the definite integral in finding areas and volumes along with other problems in mechanics. Those topics which will be of special help to teachers of mathematics and science are especially stressed.

### **Elementary Statistics**

3 credits

A brief history of statistics. Principles involved in and methods of collection, analysis, presentation, and interpretation of statistical data and their practical application (especially in the field of psychology, sociology, and education). Special emphasis on and consideration of averages, dispersion, correlation, index numbers and graphic methods.

### **Arithmetic I**

3 credits

This course is required of all students preparing to teach arithmetic in the elementary and rural schools. It is planned to show the student that there is a definite need for arithmetic in the child's social life, and that the concrete number experiences of the child may be utilized. Modern methods of teaching arithmetic in grades one, two, and three are studied and are illustrated by demonstration lessons.

### **Arithmetic II**

3 credits

A thorough review of subject matter is made and considerable time is devoted to studying methods of teaching arithmetic in grades four, five and six. The students in this course have the opportunity of observing in the Demonstration School.

## MUSIC

### Ear Training I 2 credits

A study of tone and rythm planned so that the student gains power to recognize, visualize, sing and write melodic phrases in all keys.

### Ear Training II 2 credits

Dictation II completes the study of melodic dictation, giving special emphasis to the development of musical memory and the ability to write comparatively long melodic phrases after one hearing.

### Ear Training III 2 credits

This course is designed to develop ability to recognize and write chord progressions, utilizing the various harmonies as they are successively acquired. This course supplements the corresponding semester course in Harmony.

### Harmony I 3 credits

This course deals with tonic, dominant and subdominant harmonies, their inversions, sevenths and simple chromatic alterations, and with all non-chordal tones. The course develops musicianship and skill in melody writing, harmonization of melody, and simple creative work using the above material.

### Harmony II 3 credits

A continuation of Harmony I, this course introduces the super tonic, sub mediant and mediant harmonies, their inversions, sevenths and simple chromatic alterations. Greater musicianship and skill are developed in the use of the diatonic harmonies in melody writing, harmonization, simple piano accompaniments and original work.

### Harmony III 2 credits

Prerequisites: Harmony I and II

This course includes intensive study of chromatic harmony and chord species. This material is applied in various types of modulation and original work.

### Harmony IV—Keyboard Harmony 2 credits

This course develops a skill in the application of diatonic harmonies, non chordal tones, easy chromatic chords to the keyboard. The work includes intensive key drills, transposition, sequence building, melody harmonization and creative work at the key board.

**Harmony V—Form and Analysis** 2 credits

This course includes the study of compositions from the standpoint of formal construction and detailed harmonic analysis. The forms studied are phrase, period forms, small forms, song forms with trio, rondo, sonata-allegro, variation.

**Harmony VI—Composition** 2 credits

This course is designed to give the creatively gifted student an opportunity to express himself in original composition. It allows for a free application of all harmonic knowledge and skill previously gained; and also introduces the student to many of the modern harmonic idioms.

**Solfeggio I** 2 credits

Students learn to read at sight individually and in concert music of moderate tonal and rhythmic difficulty with sol fa syllables and words in both G and F clefs and in major and minor modes.

**Solfeggio II** 2 credits

Open to students who have completed Solfeggio I. Chromatics, modulation and more difficult intervals and rhythms are presented for individual mastery in singing words or syllables of two, three and four part songs.

**Solfeggio III** 2 credits

Prerequisite: Solfeggio II.

This course deals with the more difficult chromatics and modulations found in vocal literature. Students required to sing some with neutral syllable and with words. Emphasis upon reading much new material at sight with adequate tone quality and expression.

**Material and Methods I** 3 credits

A comprehensive study of the use of the child's singing voice in the primary grades. Development of ear training growing out of rhythm play and note song singing. Survey of music literature suited to children of primary grades. Foundation studies for later technical development. Observation required.

**Material and Methods II** 3 credits

Survey of materials and methods covering every phase of work in the intermediate grades and analysis the psychological



principles underlying the presentation of these music materials. Development of part singing and organization of school choirs is emphasized. Observation required.

### **Material and Methods III**

3 credits

Organization, administration and content of required and elective courses in the junior and senior high school. Attention given to the problem of the changing voice. Special emphasis is placed upon the choral organizations usually found in the schools and a survey made of suitable literature.

### **Music I—(For groups I, II and III)**

2 credits

Places emphasis on the study and correct singing of music that is desirable for the children of primary and intermediate grades. It presents the fundamental elements of music in the following items: voice placing, tone production, phrasing, sight singing with sol fa syllables as well as words and elementary theory which includes clefs, signatures, major and minor scales, meter, rhythm and ear training. Methods for use in the encouragement of children's creative work in music are discussed and applied. (A prerequisite to Music II)

### **Music II—(For groups I, II and III)**

1½ credits

Continues the study of music for primary and intermediate grades; of methods and devices used in teaching this material; the use of the phonograph and rhythm band, the presentation of the various problems and developments by members of the class and observation of music lessons at the demonstration school are included in this course.

### **History and Appreciation of Music**

2 credits

A cultural course emphasizing the general historic background and designed to broaden the student's understanding and experience and to stimulate his interest in music through a study of vocal and instrumental forms by means of phonograph, radio and concert performances. The course also provides a study of current trends and their function and place in a modern world.

### **History and Appreciation of Music I and II**

3 credits each semester

(For students in the Public School Music Curriculum only)

This course designed for students in music education necessarily treats the subject with a certain amount of historical and technical detail. At the same time, an attempt is made



to place the emphasis on the musical and aesthetic aspects of the art. This course surveys music from its earliest beginnings through the classical school of the 18th century, the romantic school of the 19th century and to modern developments of the latest contemporary composers.

### **Elementary Conducting**

2 credits

Principals of conducting; study of methods of conductors; adaptation of these methods to school situations; a study of the technique of the baton with daily practice; score reading; and making of programs. Selection of suitable material for school groups. Readings and reports.

### **Chorus**

1 credit

A study of choral works with these topics especially stressed: breathing, interpretation, tone quality, enunciation, and diction. Works suitable for Junior and Senior High Schools and Teachers Colleges will be studied and special attention given to preparation and public performance of these works.

### **Instruments**

The instrumental division of the music department offers the following: Class instruction in all the instruments of the band and orchestra. Symphony Orchestra and Symphonic Band which are open to all students who have the technical proficiency to qualify.

Elementary ensembles to give ensemble training to those who do not qualify for the symphonic organizations.

### **Instrumental Technique I and II**

This course includes: a complete study of the theory of all instruments as to range, methods of transposition, etc.; materials and methods for instrumental supervision; arranging for complete and incomplete orchestra; instrumental scheduling to fit varied school curricula; and a study of class methods in instrumental instruction.

### **Advanced Choral Conducting**

The study of methods of conductors; the adaptation of these methods to Public School situations. Individual practice, score reading and the making of programs is also included. Special attention is given to suitable materials for school groups, readings and reports. Each student is required to conduct the College Chorus in the Chapel exercises.

**Piano**

Each student receives one-half hour individual instruction in Piano per week. Opportunity is given for ensemble or solo performance in practice recitals and in monthly public recitals. Students are expected to meet minimum requirements in sight reading, technique and general musicianship, as determined by examinations before the piano faculty at the end of each semester.

**Voice**

The department of Voice affords individual instruction in voice production, song repertory, song interpretation and diction, with opportunity for solo appearances in recital and with college organizations. One-half hour a week each semester.

**SCIENCE****Biological Science I and II****3 credits each semester**

A survey and orientation course in biological science. A selection from the many sub-divisions of biology, of those important facts, principles and laws, which every prospective teacher should know, that help to understand the child as a living and growing organism. (I) Stresses the following topics: the interplay and effect of inheritance and environment on each other; the laws of inheritance; the causes of individual differences; the laws of growth and development; the structural, embryological, and paleontological background of man, cellular structure and function; the nervous system of the vertebrate; adaptation to environment; a nature's and man's methods of production, selection, and improvement of varieties and species. (II) Stresses the fundamental life processes and considers somewhat in detail important type specimens of both plant and animal life. Demonstration and laboratory work.

**Physiology I****3 credits**

A study of the functions of the human body emphasizing phases basically important to courses such as physiology of exercise. Lectures, recitations and laboratory demonstrations. Prerequisite: Anatomy I.

**Bacteriology****3 credits**

A study of micro-organisms exclusive of the protozoa. Methods of culture, identification, and application of laboratory technique to health education demonstrations are

stressed. Lectures and recitations two hours; laboratory three hours. Prerequisite: one year of Botany or Zoology or one semester of each. Fall semester, 1938-39.

**Parasitology** 3 credits

Considers the important insects, worms and protozoa parasitic in man and the lower animals. Designed particularly for Health Education students and for those majoring or minoring in Biology. Lectures and recitations two hours; laboratory three hours. Prerequisite: one year of Botany or Zoology or one semester of each.

**Histology** 3 credits

A study of plant and animal tissues with training in the techniques involved. Lectures and recitations two hours; laboratory three hours. Prerequisite: one year of Botany or Zoology or one semester of each. Fall semester, 1939-40.

**Physical Science I and II** 3 credits each semester

A survey and orientation course in physical science. This is a non-mathematical course covering topics in (I) astronomy and geology (II) chemistry and physics. Enriched with much demonstration and laboratory work.

**Curriculum in Elementary Science** 3 credits

A professionalized course emphasizing the aims and values of elementary science, the methods used in selecting and organizing the teaching materials in grades one through six. Acquaints student with suitable books, accepted methods of presentation, research contribution and appropriate activities for the elementary school. Whenever possible this class works with a group of children from the Demonstration School.

**Agriculture and Nature Study** 3 credits

Considers the common and important facts of agriculture and nature study that lead to the understanding of the general principles of biology and their application to human adjustment. The course is developed around the native animals and plants. Field work is stressed.

**Zoology I** 3 credits

A study of the invertebrate phyla, except the Arthropoda. Lectures and recitations two hours; laboratory three hours.

**Zoology II** 3 credits

A study of the vertebrate phylum and the Arthropoda. Lectures and recitations two hours, laboratory three hours.

**Botany I** 3 credits

A study of the seed plants from the point of view of structure and function. Lectures and recitations two hours; laboratory three hours.

**Botany II** 3 credits

A study of the lower groups of the plant kingdom from the point of the evolution of structure. Lectures and recitations two hours; laboratory three hours.

**Field Biology—Ecology** 3 credits

A study of the plant and animal associations, distribution, and environmental factors concerned in the government of association and distribution. Lecture, recitation and field work. This course is offered as a free elective.

**Anatomy I** 3 credits

A study of comparative anatomy with emphasis on the knowledge of structures basic to applied anatomy. Foetal pigs and cats used for dissection. Lectures and recitations two hours; laboratory three hours.

**Chemistry I and II—Inorganic Chemistry**

4 credits each semester

This is a typical college freshman course in general inorganic chemistry. It is enriched with demonstration material helpful to those who will teach in high school. Three hours class; three hours laboratory.

**Chemistry of Nutrition** 3 credits

This course includes a consideration of carbohydrates, fats, and proteins; their fate in metabolism; mineral metabolism; vitamins; dietary standards. Special consideration is given dieting; basal metabolism; goiter; anemia; thyroid; nutritional care of teeth; rickets. The laboratory work includes the study of carbohydrates, fats of milk, and water; identification of an unknown; use of basal metabolism apparatus; study of dietaries. Two hours lecture; two hours laboratory.



**Analytical Chemistry** 3 credits each semester

Qualitative analysis is offered during the first semester and quantitative analysis during the second semester. The course includes the fundamental of analytic work and the analysis of simple mixtures such as dentifrices, cleansers and alloys. Offered during 1938-39.

**Physics I** 4 credits

A course in general college physics. The content of this course is mechanics and heat. The work is so arranged that it will be of the greatest aid to students preparing to teach in the secondary school. Three class periods and two hours laboratory each week. Prerequisite: College Algebra.

**Physics II** 4 credits

A continuation of Physics I. Electricity, light and sound.

Physics III, IV, V, VI, VII and VIII will be offered if there is sufficient demand.

**Physics III—Modern Physics** 3 credits

A study of the developments in physics since 1900. X-rays, radioactivity, vacuum tubes, atomic structure. Prerequisite: College Mathematics and College Physics. To be offered in 1938-39.

**Physics IV—Electricity** 3 credits

A study of direct and alternating currents and the general theory of electricity. Prerequisites: College Physics and Calculus.

**Physics V—Heat** 3 credits

Prerequisites: College Physics and Mathematics. To be offered in 1938-39.

**Physics VI—Optics** 3 credits

A study of geometrical and physical optics. Prerequisite: College Physics and Calculus.

**Physics VII—Mechanics** 3 credits

Prerequisites: College Physics and Calculus.

**Physics VIII—Physical Chemistry** 3 credits

Prerequisites: College Physics, College Mathematics, and College Chemistry.



**Genetics** 3 credits

A course based on the study of inheritance, variation, and evolution and the mechanics underlying each. Intended to present a scientific background for both eugenic and euthenic studies. Lectures and recitations and reports three hours. Prerequisite: one year of Botany or Zoology or a semester of each. Spring semester, 1939-40.

**Advanced Nature Study** 3 credits

Involves the more intensive study of our native common plants and animals in their habitat and in relation to man. Individual problems are assigned and field work is stressed. Attention is given to the aims of teaching science, methods of presentation and ways of collecting, preserving and using materials.

**Descriptive Astronomy** 3 credits

A course in general college astronomy.

**Geology I** 3 credits

A course in general college geology.

**SOCIAL STUDIES****Sociology** 3 credits

The course deals with a study of the non-economic and non-political behavior of men, with particular reference to groups, their inter-relations and basic processes and their culture. Lectures, special reports and discussions will cover such topics as social groups, culture, influences of environment, influence of heredity, isolation, population trends, conflicts, competition, cooperation, accommodation, assimilation, social control, stratification and division of labor. The influence of social interaction upon personality will be studied. This function of education in its relation to social control, culture growth and interaction will be given consideration.

**United States History I****3 credits**

The purpose of this course is to have the students acquire a comprehensive knowledge of the subject matter of United States history. It gives the student a foundation to interpret later United States history.

**United States History II****3 credits**

This course traces United States history since 1865 and stresses contemporary problems. It endeavors to trace the better ethical standards which our political, social and cultural institutions are striving to reach.

**Economics****3 credits**

The purpose of this course in pure economics is to study the fundamental principles at work in our industrial system and to suggest some major problems of applied economics.

**American Government****3 credits**

This course includes a study of the fundamental features of government in the United States. Its purpose is to present the basic principles of American National Government and also the machinery through which it works.

**Early European History****3 credits**

The purpose of this course is to trace the evolutionary development of the various elements of culture which have come from the past and to provide a European background for the study of American history.

**Modern European History****3 credits**

This course traces European History from the Congress of Vienna, 1815, until the present time. Recent events are stressed and their causes are carefully traced.

**Social and Industrial History of the United States** **3 credits**

This course is designed to give the prospective teacher a knowledge of the physical achievements of the people of the United States and the social changes that have been brought about by the industrial revolution; the advance in agriculture; the expansion of manufacturing and factory organizations; the service rendered to commerce by steam; the telegraph and electricity.

**History of the Far East**

3 credits

The purpose of this course is to trace the economic and political changes taking place in the Far East. The new nationalism in Japan will be studied; the endeavor to bring about unity in China; the struggle between China and Japan; the movement toward more self-government in India.

**History of Pennsylvania**

3 credits

The purpose of this course is to trace in detail the early colonial life of the province; the epoch during the critical period of our national history; and to show how the political, economic and social life of the province grew into its present history.

**History of England**

3 credits

This course traces primarily the institutional life of England as it emerged from its early history to be a great world Empire. The development of democracy in its government is traced and the course of its economic expansion is likewise analyzed.

**History of Ethics**

3 credits

The theories and philosophies of the development of ethics are traced; however, the relation of ethics by implication and direction are closely studied in relation to world movements in political, economic and social expansion.

**The Renaissance and Reformation**

3 credits

This course deals with the nature and origin of the Renaissance; its intellectual, artistic, geographical and cosmographical aspects. Likewise the study of the background of the Reformation, Martin Luther, the political events of the period, and the extension of the movement to other countries.

**The Origin of Social Institutions**

3 credits

This is really a course in advanced sociology. The fundamental social institutions are traced in their development both psychologically and historically. A few of the more important social institutions studied are language, tool consciousness, property, family, religion, government and justice, education and science. It is primarily a study in cultural evolution.

**European History Since the World War**

3 credits

This course follows in sequence of the Modern European History course which ends with the study of the World War.

The aftermath of the World War is studied with respect to European countries as well as other international aspects. It is an attempt to view the contemporary civilizations in the light of previous history.

### **Industrial Relations**

**3 credits**

A study of human relations in industry, including a history of the labor movement, the philosophy and practices of collective bargaining, and the general subject of personnel administration within the individual enterprise.

### **Comparative Government**

**3 credits**

This is a course in comparative government, including a study of the governments of England, France, Switzerland, Italy, Germany, and the Soviet Union. Prerequisite: American Government.

### **History of Civilization**

**4 credits**

The purpose of this course is to prepare for the teaching of various aspects of social group life. An analysis of the concept of civilization is followed by a study of various cultural developments in which an effort is made to find and evaluate the constant rather than the changing factors. This course should enable the teacher to make concrete and realistic the daily life of social groups to pupils studying world history in the elementary and secondary grades.

### **Civic Education in the Elementary Schools**

**3 credits**

The purpose of this course is to equip the prospective teacher with a view of the whole problem of civic education and with a clear plan for organizing and putting into effect those projects, studies and responsibilities that develop a civic conscience and a civic attitude.

### **History of Latin America**

**3 credits**

This course presents the survey of Latin-American history. The future promises to bring Latin-American countries into closer relation with the United States. The problem of maintaining friendly relations among the nations of the Americas will be made easier if a mutual understanding of their people and institutions can be brought about.

## MINIMUM REQUIREMENTS FOR BEGINNING TEACHERS

Since September 1, 1927, graduation from a two-year Teachers College curriculum, or its equivalent, is necessary to secure a license to begin teaching in Pennsylvania, except in cases of emergency where qualified teachers are not available.

**Paragraph 14, Section 1210—School Laws of Pennsylvania:**  
“After the first day of September, one thousand nine hundred and twenty-seven, all persons receiving certificates to teach in the public schools of the Commonwealth, except emergency certificates, as herein provided for, shall have the qualifications required herein of beneficiaries of the salary schedule.”

“Qualification” referred to in paragraph 14 are cited in paragraph 13 to “include not less than graduation from a State Normal School of this Commonwealth or equivalent training.”



## SUMMER SESSION OF 1938

(Summer School is Conducted on Daylight Saving Time)

### Purpose

The summer session is maintained for the benefit of regular students and teachers in service. By taking advantage of the summer session, teachers can meet certificate regulations and gradually secure the professional training needed to meet the requirements for standard certification. Advanced courses are offered in the Summer Session for the benefit of teachers who desire to pursue courses in the advanced curricula or to secure credits toward a degree in education.

### Date

The summer session, six weeks in length, opens Monday, June 20, and closes Saturday, July 30. Students should plan to reach West Chester not later than 3:00 p. m. Monday, June 20.

### Advanced Health Education Courses for the Summer School

During the summer of 1938, the College plans to offer an extensive program in the health education curriculum. The courses to be offered will be of collegiate grade and will carry credit toward discharging the requirements for the B.S. Degree in the field of Health Education. This program will interest and appeal to the following groups of people:

1. Graduates of the three-year curriculum in health education who are planning to meet requirements for the degree in health education.
2. Graduates of other curricula who now plan to transfer to the health education curriculum.
3. Students who are at present enrolled in the health education curriculum and who wish to shorten the time to graduation.
4. Teachers in service who are called upon to teach and supervise health education and playground work and who desire to meet the state requirements for this work.

### **Advanced Music Courses for the Summer Session**

During the coming Summer Session the College is offering courses in dictation, harmony, sight reading, form and analysis, conducting, band and orchestral instrumentation, history of music and appreciation, voice, piano, and organ for music students desiring to work towards the degree of Bachelor of Science in Public School Music. These courses are offered especially for three classes of people: first for those who have completed the three-year music courses in the State Normal Schools and Teachers Colleges of Pennsylvania; second, for supervisors of music in the elementary or secondary schools who are desirous of furthering their musical education or of securing their Bachelor's degree in this field; and third, for those who have done advanced or somewhat irregular work in music and who wish to continue their musical education in the four-year college curriculum.

### **Expenses and Fees**

There is no tuition charge to legal residents of the Commonwealth of Pennsylvania. Board is \$7.00 a week; six weeks \$42.00. The activity fee is \$2.00. (See state regulations regarding fees, printed on page 41 in this catalog.) Books must be purchased. They will cost approximately \$5.00. A fee of \$5.00 per semester hour of credit will be charged to cover instructional cost. The full expenses of the summer session must be paid on the day of registration.

### **Credit Secured in the Summer School**

By action of the Board of Presidents of the State Teachers Colleges, no student will be allowed to secure more than six semester hours of credit in the summer session. All of the work of the summer session is of collegiate grade and college standards will be maintained.

### **Desirability of Location**

Because of its location and environment, West Chester makes a strong appeal to those who desire to combine work with recreation during the summer.

### **1938 Summer Session Bulletin**

More detailed information about the summer Session will be sent upon request to the Dean of Instruction.

## TEACHERS COLLEGE AND NORMAL SCHOOL CERTIFICATES FOR TEACHERS IN SERVICE

The following conditions apply only to those persons who have taught in Pennsylvania public schools prior to July 1, 1922. (No credit will be allowed toward the completion of the entrance requirements or of the regular normal school course for teaching done after July 1, 1922.)

The sixteen units of high school work required for entrance to the State Teachers Colleges may be earned in approved high schools, summer schools, extension classes, correspondence study in institutions approved by the Department of Public Instruction in accordance with the following amendment:

After January 1, 1931, not more than the equivalent of three years of high school credit or fifty-four counts, may be earned by passing subjects in Pre-Professional Examinations. This does not apply to persons who have been assigned some credit prior to January 1, 1931. This means that persons applying for credit for the equivalent of a four-year high school course after January 1, 1931, must have credit for at least one year of approved work in an accredited school.

Entrance and college credits based on teaching experience will not be granted after September 1, 1927.

Credit for student teaching other than that done under the direction of the normal school or college shall not be approved.

Credit toward entrance or toward graduation with a degree will not be allowed for experience in teaching.

Credit for correspondence courses will be given in the two-year courses provided such courses were completed prior to September 1, 1927.

## CORRESPONDENCE AND EXTENSION WORK

Extension courses permitted in the four-year curricula for the preparation of teachers of the public schools.

1. The committee recommends that extension credits be limited to thirty-two semester hours in the four-year curricula.
2. Any course in the four-year curricula may be offered by the State Teachers Colleges subject to the standards approved by the State Council of Education.
3. Credit for equivalent courses given by other institutions may be given subject to the thirty-two semester hour limit and provided the courses have been given in accord with the standards of the State Council of Education.
4. Extension credits previous to June 1, 1931, shall be in accord with the limited list in effect at that time.

Each semester a number of courses are offered evenings from 6:30 to 9:00 P.M. and on Saturday morning. These courses are planned for those teachers who are in service and who wish to continue their work toward the degree. The courses given are selected from the several curricula and are chosen with the idea in mind of accommodating as many teachers as possible.

The cost for these courses is at the rate of \$5.00 per semester hour of credit.

There is no charge made for Activity Fee for those people who are enrolled in these College Courses for Teachers. The payment of the Activity Fee, however, would entitle the student to participate in all student activities or college activities that are provided for by this fee.

Not more than six semester hours of credit shall be allowed for courses completed in any one semester by a student who, during such term, is a regularly employed full-time teacher.

The college gladly welcomes any suggestions for courses to be offered evenings and Saturdays. Such requests should be mailed to the Dean of Instruction.

## ENROLLMENT BY CURRICULA

1937-1938

	Male	Female	Total	Total by Curricula
First year Elementary .....	11	149	160	160
Kindergarten-Primary Curriculum:				
2nd Year .....		70	70	
3rd Year .....		46	46	
4th Year .....		32	32	148
Intermediate Curriculum:				
2nd Year .....	7	74	81	
3rd Year .....		54	54	
4th Year .....	1	23	24	159
Rural Curriculum:				
2nd Year .....	7	14	21	
3rd Year .....	4	5	9	
4th Year .....	4	2	6	36
Secondary Education Curriculum:				
1st Year .....	60	73	133	
2nd Year .....	61	38	99	
3rd Year .....	53	31	84	
4th Year .....	30	38	68	384
Health Education Curriculum:				
1st Year .....	32	38	70	
2nd Year .....	25	20	45	
3rd Year .....	31	26	57	
4th Year .....	20	11	31	203
Public School Music Curriculum:				
1st Year .....	29	48	77	
2nd Year .....	23	37	60	
3rd Year .....	23	23	46	
4th Year .....	10	21	31	214
College Graduates .....	6	10	16	16
	437	883	1320	1320



## SUMMARY OF ENROLLMENT

College Enrollment—Full-time Students.....	1320
College Courses for Teachers—Evening and Satur- day Classes .....	166

Total College Enrollment .....	1486
Enrollment in Summer School 1937.....	568
Enrollment in Post Session 1937.....	140

## ENROLLMENT BY COUNTIES

Adams .....	9	Lackawanna .....	14
Allegheney .....	4	Lancaster .....	24
Beaver .....	2	Lebanon .....	12
Bedford .....	6	Lehigh .....	32
Berks .....	40	Luzerne .....	42
Blair .....	9	Lycoming .....	3
Bradford .....	4	McKean .....	2
Bucks .....	56	Mifflin .....	4
Butler .....	1	Monroe .....	4
Cambria .....	8	Montgomery .....	117
Carbon .....	25	Northampton .....	23
Center .....	2	Northumberland .....	8
Chester .....	252	Perry .....	2
Clarion .....	1	Philadelphia .....	187
Clearfield .....	2	Schuylkill .....	61
Columbia .....	4	Susquehanna .....	1
Cumberland .....	19	Union .....	1
Dauphin .....	31	Washington .....	1
Delaware .....	245	Wayne .....	3
Franklin .....	7	Westmoreland .....	5
Huntingdon .....	3	Wyoming .....	1
Jefferson .....	1	York .....	23
Juniata .....	5		

Total from Pennsylvania 1306  
From other States 14

1320

## DEMONSTRATION SCHOOL

Kindergarten .....	30
First Grade .....	34
Second Grade .....	30
Third Grade .....	30
Fourth Grade .....	29
Fifth Grade .....	34
Sixth Grade .....	32

Total Enrollment .....219

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The registration blank properly filled out, together with \$10.00 covering the advanced Room Reservation Deposit for boarding students or the advanced Enrollment Fee for day students should be mailed to the College.

Send money by money order or check. Money orders are advised. Make them payable to Commonwealth of Pennsylvania at Harrisburg, Pa. The College is not responsible for currency sent in unregistered letters.

The fee for boarding students will secure a room reservation. A room will not be reserved without a fee. Fee will be returned if the application for return is received three weeks prior to the opening of the semester or the Summer Session. (See Deposits—Uniform Fees—page 41.)

A small unmounted photograph should accompany this registration blank.

### REGISTRATION BLANK

Name .....  
(Last Name) (First Name) (Middle Name)

Permanent Address .....  
(Number and Street)

.....  
(Post Office) (County) (State)

Date of Birth, Month..... Day..... Year.....

Name of four-year high school from which you were graduated.....

Date of Graduation .....  
(Month, Day, Year)

Will you enter in September or January?.....

Will you live in Dormitory?..... Commute from home?.....

I desire to take the work I have checked below:

☐ Secondary Education, ☐ Health Education, ☐ Public School Music

☐ Kindergarten-Primary, ☐ Intermediate, ☐ Rural







*State Teachers College*  
**BULLETIN**

*Summer Session Number*  
APRIL, 1939



STATE TEACHERS COLLEGE  
WEST CHESTER, PENNSYLVANIA



STATE TEACHERS COLLEGE  
BULLETIN

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Volume LXVII

APRIL, 1939

Number 3

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*Summer Session*  
*Number*

*This College is a member of the American Association of Teachers Colleges and is rated as an "A" College without exception. The American Association of Teachers Colleges is one of the recognized rating agencies of educational institutions.*

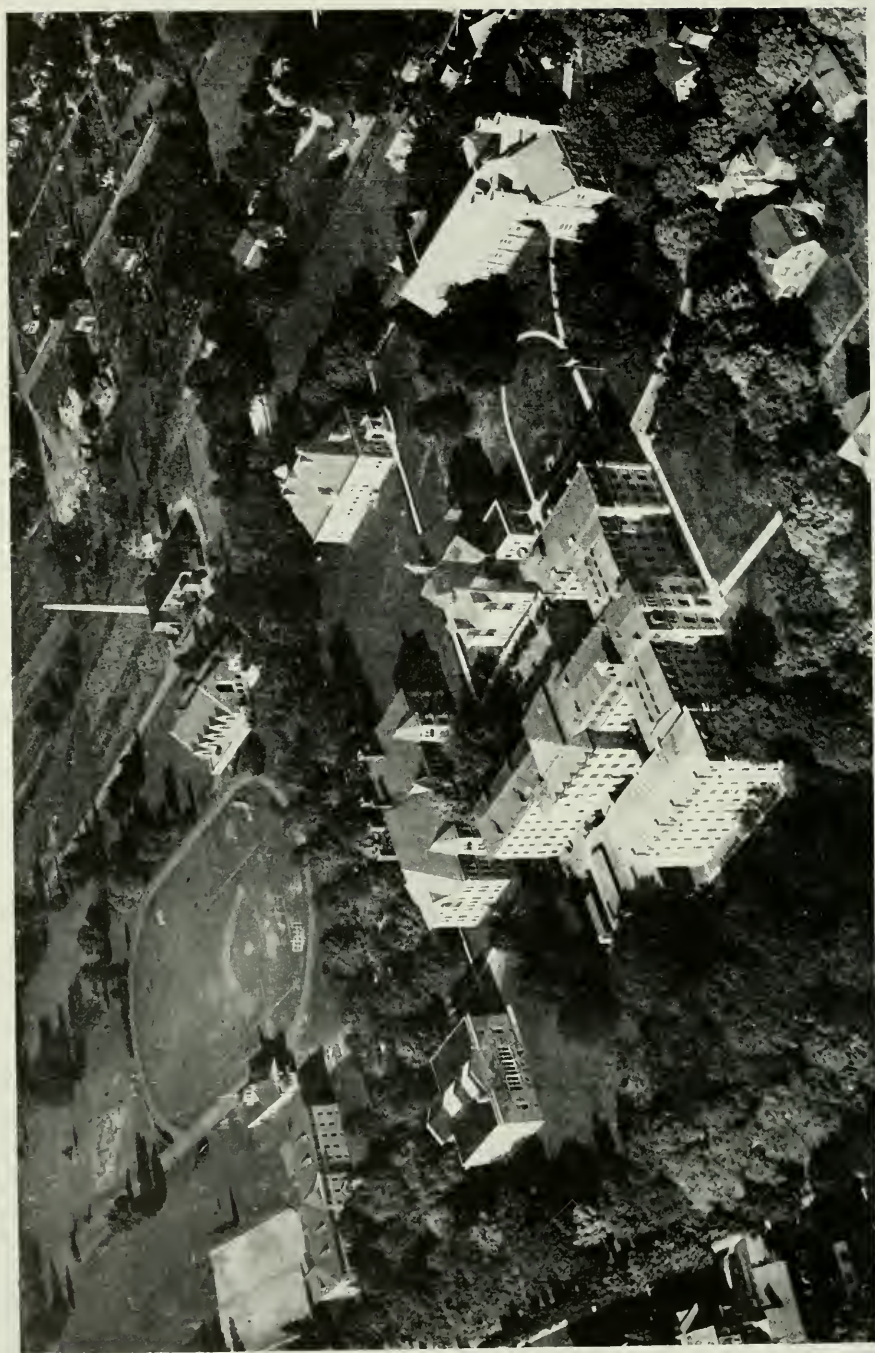
STATE TEACHERS COLLEGE  
WEST CHESTER, PENNSYLVANIA

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*Issued four times a year, February, March, April and May by the Trustees of the State Teachers College at West Chester, Pennsylvania.*

*Entered as second class matter March 8, 1931, at the Post Office at West Chester, Pa., under the act of August 24, 1912.*

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Aerial View of Campus — State Teachers College, West Chester, Pa.



## ***Educational Problems and Summer Session Study***

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The changing social, economic and political order has its counterpart in the changes and progress which have occurred or are now current in education. The one certain factor facing education today is that change is upon us and will remain with us for some time to come.

New scientific material, the reorganization of older subject matter, new methods of approach and application—these have come to be consistently associated with the profession of teaching of the present day. They call upon both the busy administrator and the classroom teacher for recognition and attention. Summer session attendance and extension courses more than ever before receive a definite place in the yearly time budget of school people.

With the development of newer methods there has come also a lifting of the professional requirements for elementary and secondary teachers. The trend is not only toward the four year preparation requirement but it is also marching on toward the five year plan. Teachers who in the past were content to remain in the profession with a background of two years of "Normal School" are now enrolling in great numbers in the four year teacher colleges and spending part of their vacations in summer sessions in bachelor or master degree study.

West Chester State Teachers College offers such an opportunity under conditions most favorable to both progress and enjoyable living. Its convenient location (see page 61 for detailed information), its professionally recognized instructor personnel and its fine equipment and buildings all offer an unusually desirable opportunity to correlate study, theory, and practice in a community rich in historic and recreational interests.

Forward looking teachers are recognizing that although the financial situation is a serious handicap at present, it is also slowly sifting teacher personnel into two large groups, the adequately prepared and those of inadequate preparation. Many are wisely adding to their experience and giving general value to their communities by working on advance degrees or meeting advancing certification requirements. West Chester State Teachers College welcomes to its campus administrators, teachers and parents interested in present day educational and social developments.



View from Street, George Morris Philips Memorial  
Building, State Teachers College, West Chester, Pa.



## Calendar

### 1939 Summer Session

Monday, June 19	-----	Registration Day
Tuesday, June 20	-----	Classes Begin
Saturday, July 29	-----	Session Ends

### 1939 Post Summer Session

Monday, July 31	-----	Session Begins
Saturday, August 19	-----	Session Ends

### COLLEGE COURSES FOR TEACHERS

During the regular college year 1939-1940, college courses for teachers will be offered each night and Saturday morning for those who desire to continue their studies toward the completion of the Bachelor's degree. Information will be furnished as to the various courses, time, and place, upon application at the office of the Dean of Instruction of the State Teachers College, West Chester, Pa.

A charge of \$5.00 per semester hour of credit is made for College Courses for Teachers.

## ADMINISTRATIVE OFFICERS

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*President*

WINFIELD W. MENHENNETT, B.S., A. M.  
*Dean of Instruction and Registrar*

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*Dean of Women*

GLENN KILLINGER, B.S., M.A.  
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# **General Information**

The twenty-seventh Summer School of the State Teachers College at West Chester will open Monday, June 19, 1939, and continue until Saturday, July 29. Classes will be held on all week days except Saturday. Students will not be admitted later than July 1.

Prospective students are advised to enroll and make dormitory reservations as early as possible, as rooms are given out in order of application. Use blank in the back of this catalog for application, and enclose room reservation fee.

## **Credits**

Students will be permitted to carry no more than six semester hours of work in the Summer Session.

Credit from other institutions will be evaluated in the office of the Dean of Instruction and the student advised of the number of semester hours of credit he must secure in order to complete any one of the four-year curricula.

The satisfactory completion of one Summer Session course will entitle the student to two or three hours of credit, depending upon the nature of the course. A statement of the courses on page 16 will indicate the hours of credit that may be earned in each course.

## **Courses Leading to the B. S. Degree for the Elementary and Secondary Fields**

The State Teachers College at West Chester, because of the forward-looking policy of the State of Pennsylvania, is now able to offer all teachers, or others, advanced work leading to the degree of B.S. in Education, provided such persons have completed, in addition to an approved four-year high school course, any two-year normal course, and desire to continue their professional training.

Everyone recognizes that this movement for the better preparation of teachers is a wise and expedient one, primarily because it means better educational facilities for the children of the elementary schools. Already a number of states and communities have set their standards beyond the requirements of the two-year normal course. Philadelphia, for example, now requires three years. New York requires three years, with a probability that the Bachelor's degree will be necessary, and at no distant date, for those who desire to teach in the elementary grades. Cincinnati now requires five years of preparation beyond the high school for those who teach in the elementary schools of that city. These cases are cited merely to show the tendency in the direction of better prepared teachers. Pennsylvania may be expected to keep pace in this particular, with the most progressive of the states.

The advancement in professional requirements for teaching is almost always accompanied with an advance in salary. It may be noted also that many communities are establishing the single salary schedule for teachers in the elementary schools, the junior high schools, and the senior high schools, provided the length of the period of professional preparation is the same and on the same level for all.



## **CURRICULA OFFERED AT WEST CHESTER**

A program of studies of the College embraces the following curricula:

### **1. A Four-Year Kindergarten-Primary Curriculum.**

This curriculum is designed primarily for four years of pre-service training in Kindergarten-Primary Education and leads to the degree of Bachelor of Science in Education.

### **2. A Four-Year Intermediate Curriculum.**

This curriculum is designed primarily for four years of pre-service training in Intermediate Education and leads to the degree of Bachelor of Science in Education.

### **3. A Four-Year Rural School Curriculum.**

This curriculum is designed primarily for four years of pre-service training in Rural Education and leads to the degree of Bachelor of Science in Education.

### **4. A Four-Year Secondary School Curriculum.**

This four-year curriculum is designed primarily to prepare for teaching in the Secondary Field and leads to the degree of Bachelor of Science in Education.

### **5. A Four-Year Health Education Curriculum.**

This four-year curriculum is designed primarily for the preparation of supervisors and teachers of Health Education in public schools and leads to the degree of Bachelor of Science in Health Education.

### **6. A Four-Year Music Curriculum.**

This four-year music curriculum is designed primarily to prepare teachers and supervisors of public school music and leads to the degree of Bachelor of Science in Public School Music.

## **TEACHERS COLLEGE AND NORMAL SCHOOL CERTIFICATES FOR TEACHERS IN SERVICE**

The following conditions apply only to those persons who have taught in Pennsylvania public schools prior to July 1, 1922. (No credit will be allowed toward the completion of the entrance requirements or of the regular normal school course for teaching done after July 1, 1922).

The sixteen units of high school work required for entrance to the State Teachers Colleges and Normal Schools may be earned in approved high schools, summer schools, extension classes, correspondence study in institutions approved by the Department of Public Instruction in accordance with the following amendment:

After January 1, 1931, not more than the equivalent of three years of high school credit or fifty-four counts, may be earned by passing subjects in Pre-Professional Examinations. This does not apply to persons who have been assigned some credit prior to January 1, 1931. This means that persons applying for credit for the equivalent of a four-year high school course after January 1, 1931, must have credit for at least one year of approved work in an accredited school.

Entrance and normal school credits based on teaching experience will not be granted after September 1, 1927.

Credit for student teaching other than that done under the direction of the normal school or college shall not be approved.

Credit toward entrance or toward graduation with a degree will not be allowed for experience in teaching.

Credit for correspondence courses will be given in the two-year courses provided such courses were completed prior to September 1, 1927.

### **STATE REGULATIONS FOR RENEWAL OF PARTIAL CERTIFICATES**

Subsequent renewals of the partial certificates require a rating of middle or better, and six semester hours of additional professional training.

The partial certificate will be converted into a standard certificate when the holder has the qualifications required for the standard certificate.

### **EVALUATION OF CREDENTIALS**

Credentials of all students entering the State Teachers Colleges on the basis of an approved four-year preparation, are evaluated by the college; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction.

Evaluation of credits cannot be made on enrollment day. This must be attended to prior to that day. The State Teachers College at West Chester will assist anyone who submits credentials early.



Leaving for One of the Trips



Students in Art Studio

## *Courses Offered*

A wide selection of courses will be offered during the Summer Session of 1939. A variety of courses will be possible offerings in the following fields: Art, Education, English, Psychology, History, Social Studies, Mathematics, Geography, Science, French, Latin, Health and Physical Education, and Music. All courses offered will be of a college grade. These courses should be of particular interest to:

1. Those who have Partial Certificates which they desire to convert into a Standard Certificate.
2. Those who hold Standard Certificates and who desire to meet the requirements for College graduation and the College Certificate.
3. Those who hold College Certificates and desire to complete the courses necessary to make the College Certificate permanent.
4. Those who are graduates of a two-year curriculum and who desire to complete the requirements for the degree.
5. Those who desire to take additional work in order to secure certification in additional fields.
6. Those who wish to take courses in order to make themselves acquainted with the more recent developments in education.
7. Those who are college graduates and wish to meet the State requirements for certification.
8. Those who hold State Standard Limited Certificates and who desire to meet the requirements for renewal of this certificate.

## 1939 Summer Session Courses

During the 1939 Summer Session, the College will offer courses from the following list. (*A minimum of 10 students will be required for the organization of any class.*)

Courses for the summer session will be offered mainly by professors selected from the regular Faculty of the College. In addition to these, visiting professors may be called upon to offer certain courses.

### ART DEPARTMENT

Course	Credit	Instructor
Art I -----	2	Miss Lamborn
Art II -----	1½	Miss Lamborn
Art Appreciation -----	2	Miss Lamborn
Practical Problems in Art Education ----	3	Miss Farnham
Handicrafts -----	3	Miss Farnham
Design -----	3	Miss Farnham

### EDUCATION DEPARTMENT

Course	Credit	Instructor
History and Philosophy of Education----	4	Dr. Cressman
School Law -----	1	Dr. Cressman
Educational Psychology -----	3	Miss Smith
Mental Hygiene -----	3	Miss Smith
Rural Education or -----	3	Dr. Sykes
Rural School Problems -----	3	Dr. Sykes
School Administration -----	3	Dr. Sykes
Teaching of Reading or -----	3	Miss Baldwin
Diagnostic and Remedial Reading ----	3	Miss Baldwin
Manuscript Writing -----	1	Mr. McKelvie
Visual Education -----	1	Mr. Heim
Educational Measurements -----	2	Miss Bull
Safety Education -----	2	

### ENGLISH DEPARTMENT

Course	Credit	Instructor
Literature I -----	3	Miss McCarthy
Literature II -----	3	Miss McCarthy
Journalism -----	3	Mrs. Newman
Contemporary Poetry -----	3	Mrs. Newman
Teaching of English -----	2	Dr. Slagle
English III -----	3	Dr. Slagle
Novel (19th Century or Modern) -----	3	Miss Clark
English II -----	3	Miss Clark
Philology and Grammar -----	3	Miss Geyer
English I -----	3	Miss Geyer
Children's Literature -----	3	Miss Tyson
Choral Speaking or -----	3	Miss Tyson
Speech Problems -----	3	Miss Tyson
Fundamentals of Speech -----	3	Miss Barrer
Dramatics in the Elementary Grades----	3	Miss Barrer



## GEOGRAPHY DEPARTMENT

Course	Credit	Instructor
Principles of Geography -----	3	Miss Broadhead
Economic Geography -----	3	Miss Elliott
Geography of the United States and Canada -----	3	Miss Broadhead
Geography of the Pacific Realm -----	3	Miss Elliott
Conservation of Natural Resources -----	3	Miss Elliott
Trade and Transportation -----	3	Miss Broadhead

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Course	Credit	Instructor
Tests and Measurements in Physical Education -----	3	Mr. Waters
Student Teaching and Conference -----	6	Mr. Allen
Health Education in the Elementary and Secondary Schools -----	3	Miss Schaub
Teaching of Health -----	2	Miss Schaub
Dancing (Modern, Clog and Tap) -----	1	Miss Schaub
General Course in Progressive Physical Education Materials -----	4	Mr. Waters
Techniques of Adult Recreation -----	2	Mr. Allen
Gymnastics Activities I to VIII -----	1	Mr. Waters
Athletic Activities I to VI -----	1	Mr. Waters
Administration and Organization of Health and Physical Education -----	2	Mr. Allen

## MATHEMATICS DEPARTMENT

Course	Credit	Instructor
Teaching of Arithmetic -----	3	Miss Bull
Trigonometry -----	3	Miss Bull
Curriculum in Arithmetic -----	3	Miss Holland
Calculus I -----	3	Miss Holland
Applied Mathematics (Methods) -----	3	Miss Holland

## MUSIC DEPARTMENT

Course	Credit	Instructor
Music III -----	2	Mr. Middleton
History and Appreciation of Music -----	3	Mr. Middleton
Orchestra -----		Mr. Middleton
Band -----		Mr. Middleton
Instruments -----		Mr. Middleton
Voice -----		Mr. Jones
Organ -----		Mr. Jones
Piano -----		Mr. Jones
Chorus -----		Mr. Jones
Solfeggio -----	2	Mr. Jones
Ear Training -----	2	Mr. Jones
Harmony -----	2	Miss Lee
Methods -----	3	Miss Lee
Music I -----	2	Miss Lee
Music II -----	1½	Miss Lee
Piano -----		Mr. Mitchell
Piano Class Work -----	2	Mr. Mitchell

## SOCIAL STUDIES DEPARTMENT

Course	Credit	Instructor
History of Civilization -----	3	Dr. Heathcote
Civic Education -----	3	Mr. Benner
History of Latin America -----	3	Mr. Heim
American Government -----	3	Mr. Benner
United States History I -----	3	Dr. Heathcote
Modern European History -----	3	Mr. Heim
History of the Far East -----	3	Dr. Heathcote
Social and Industrial History of the United States -----	3	Mr. Heim
History of Pennsylvania -----	3	Mr. Benner
Economics -----	3	Mr. Benner
History of England -----	3	Mr. Heim
Teaching of Social Studies (Secondary Education Curriculum) ----	3	Dr. Heathcote
Sociology -----	3	Mr. Menhennett
United States History II -----	3	

## SCIENCE DEPARTMENT

Course	Credit	Instructor
Biological Science I -----	3	Dr. Trezise
Biological Science II -----	3	Dr. Trezise
Botany I -----	3	Dr. Trezise
Botany II -----	3	Dr. Trezise
Zoology I -----	3	Dr. Trezise
Zoology II -----	3	Dr. Trezise
Physics I -----	3	Dr. McCorkle
Physics II -----	3	Dr. McCorkle
Physics III (Modern Physics) -----	3	Dr. McCorkle
Chemistry I (Inorganic Chemistry) ----	3	Dr. Rogers
Physical Science I -----	3	Dr. McCorkle
Physical Science II -----	3	Dr. McCorkle
Curriculum in Elementary Science -----	3	Dr. Rogers

During the Summer Session of 1939, the Library will be in charge of

Helen Russell, A.B., B.S., M.S., Head Librarian.

Faye Collicott, A.B., B.S., A.M., Assistant Librarian.

## **GRADUATE COURSES OFFERED BY THE UNIVERSITY OF PENNSYLVANIA AT THE WEST CHESTER STATE TEACHERS COLLEGE**

**SUMMER 1939**

In cooperation with the State Teachers College at West Chester the University of Pennsylvania has made arrangements to offer two graduate courses on our Campus during the 1939 Summer Session. These courses may not be used as under-graduate credit at West Chester. Credit for these is given and accepted by the University of Pennsylvania.

The following basic courses applicable for credit for the Master of Science in Education and the Master of Arts degrees at the University of Pennsylvania are being offered by the Extension School of the University of Pennsylvania at the West Chester State Teachers College during the regular Summer Session of 1939. These are basic graduate courses for students who plan to continue work for masters' degrees in the field of education, or for elementary and secondary school teachers requiring courses for certification. The tuition costs are as follows: \$20.00 per course (of two semester credits). Two courses (four credits), \$35.00.

### **Education S50aXS—Principles of Education**

A study of the place and function of the school in a democratic society. The topics covered include: the meaning of education, concepts of democracy, the individual, society, and education in a democracy, and the principles governing the educational process. 2 semester credits. Daily at 9:00. Assistant Professor Hill.

### **Education S60aXS—The School Curriculum**

A course emphasizing the basic principles of curriculum construction. The topics covered include: definitions and current conceptions of the curriculum, factors determining the school curriculum, determination of objectives basic to curriculum development, principles of curriculum construction, and current curriculum problems in the school. 2 semester credits. Daily at 10:00. Assistant Professor Hill.

## ***Description of Courses by Departments***

Not all of the courses listed below will be offered during the summer session. However, if a sufficient number request any course from the following list, the College will endeavor to offer this course. As a rule, it is necessary to have at least ten students before a course may be offered. Students interested in courses other than those listed on page 12 should make a request in writing at the earliest possible time.

### **ART**

#### **ART I—Elementary Industrial Art .....2 credits**

This course is designed to develop imagination and taste in using materials such as paper, cardboard, wood, yarn, raffia and clay and to develop an appreciation of the educational value of these materials. General principles underlying art teaching are considered through lectures, readings, reports and discussions.

#### **ART II—Elementary Drawing, Design and Color.....1½ credits**

This course is designed to give students an idea of the intrinsic values of art in an educational program. It stresses expressiveness rather than technical competence. It aims to prepare the prospective teacher to capably guide and instruct children in art expression. Studio practice consists of problems in picture building, problems in design and color, lettering, and problems in integrating art in the general school program.

#### **ART IV—The History and Appreciation of Art.....2 credits**

This course surveys the essential periods of art throughout the ages. It stresses the place of art in the many cultural patterns and attempts to develop fundamental principles of critical judgment and to increase the enjoyment and appreciation of art in everyday life.

#### **ARTS AND CRAFTS .....3 credits**

This is an elective course, practical for students who expect to do camp and playground crafts. The problems include experiments with various and inexpensive materials and the activities are arranged with regard to the interests and needs of the individual student.

**DESIGN .....3 credits**

An elective course designed to develop judgment and creative power in problems of abstract and decorative design. A study of recent tendencies in design. Studio practice will consist of design in relation to posters, textiles, crafts, decorative drawing and painting.

**CREATIVE ART .....3 credits**

An elective course designed to develop expression in drawing, painting and modeling. The purpose is to give an opportunity for expression in the fine arts and to furnish a basis for aesthetic judgments. The activities will be arranged with regard to the individual interests of the students.

## **EDUCATION**

**PLACE AND PURPOSE OF EDUCATION IN THE  
SOCIAL ORDER .....2 credits**

This is distinctly an orientation and guidance course. It deals particularly with the problems that face the student in understanding the nature and importance of the teaching profession and his own preparation for it. It involves a broad survey of the educational organization in the country at large with detailed reference to certain particular situations.

**PHILOSOPHY OF EDUCATION .....2 credits**

This course aims to help the student form his own thinking relative to the underlying purposes of education in a Democracy and to see how these affect the work of the teacher, the schools, and the nature of the educational program;—Readings, discussions, reports, investigations, and lectures.

**EVOLUTION OF THE AMERICAN PUBLIC  
SCHOOL SYSTEM .....2 credits**

This course involves an historical consideration of the growth and development of public education in the United States from Colonial times to the present. Special emphasis will be placed upon the history of education in Pennsylvania;—Required readings, reports, lectures and discussions.

**PRINCIPLES OF SECONDARY EDUCATION .....3 credits**

The purposes of this course will be to survey briefly the development and nature of secondary education in America, the nature of the secondary school population, and the adolescent boy and girl in particular. Special attention will be given to current and possible future trends.



### **TEACHING OF PRIMARY SUBJECTS .....3 credits**

This course is designed to give the students of the Kindergarten-Primary curriculum a brief but comprehensive acquaintance with the subjects taught in the primary grades. The subjects considered in detail are the teaching of Spelling, the teaching of Language, and the teaching of Geography. Special emphasis is given to the principles and philosophy of the activity program and to the development of unit work.

### **TEACHING OF READING .....3 credits**

This is a course involving in particular the technique and methods of the teaching of reading activities from the Kindergarten through grade six. It covers the evolutionary development of reading, the place of reading activities in life, and certain of the physiological and psychological aspects of reading. Special attention is also given to the problems of material, to measurements of progress and to diagnosis and remedial methods. Demonstrations and discussions are important features of the course.

### **PRE-SCHOOL CHILD .....2 credits**

This course is concerned with a study of the development of the child from birth to the kindergarten age. It will consist of detailed discussions and investigations of the physical, mental, emotional, and social factors that contribute to this development. Special attention will be given to the problems of the nursery school.

### **GENERAL PSYCHOLOGY .....3 credits**

This is the basic course required for all students. The emphasis is upon human growth and development and an understanding of the individual in his relationship with a larger social world. Contributions from psychology are brought to bear upon the phenomena of behavior as it is studied and interpreted.

### **EDUCATIONAL PSYCHOLOGY .....3 credits**

This course aims to present the facts and principles of psychology in relation to present educational issues. Various practices in education will be evaluated in the light of these facts and theories. Several basal psychologies of learning will be considered, such as Thorndike's conditioned response, Gestalt, etc. Such topics as forgetting, intrinsic and extrinsic learning, individual differences, transfer of training, and personality will be considered.

**CHILD PSYCHOLOGY .....3 credits**

This course is concerned with the study of the development of the child from birth to the adolescent years. The physical, environmental and psychological factors that condition the child's development will be considered and the factors leading to abnormal development and behavior problems, as well as factors contributing to the normal development of the child will be given special attention.

**DIAGNOSTIC AND REMEDIAL INSTRUCTION  
IN READING .....3 credits**

This course is chiefly concerned with diagnosing the difficulties which children in the early grades have in developing desired reading skills and with the application of effective remedial measures. The early development of a reading clinic is anticipated which should serve as an effective laboratory for part of the work of the course.

**KINDERGARTEN-PRIMARY THEORY .....2 credits**

This course deals primarily with kindergarten-primary aims, purposes, techniques and equipment. Special attention is given to modern tendencies in kindergarten-primary practice, particularly to the relation of the kindergarten to the primary grades. Observation in the Demonstration School is a prominent feature of the course.

**SPECIAL EDUCATION .....3 credits**

This course is concerned with the study of the development of special education, the education of the gifted, the mentally retarded and the physically handicapped child. The application of legislation regarding special education will be considered. Methods of teaching the "special" child and observation in special classes will be a feature of the course.

**PARENT EDUCATION .....3 credits**

A study of the broad field of parent education, designed to be helpful to leaders of parent education groups and to teachers who wish to understand how to cooperate most helpfully in carrying on such work in connection with their schools. The significance and meaning of parent education, the subject matter with which it may be concerned, methods suitable for use with adult groups, and helpful sources of material, are the chief topics considered.

**EDUCATIONAL MEASUREMENTS .....2 credits**

This course will consist of an examination, discussion, and evaluation of the various tests of intelligence and a discussion of the nature and distribution of intelligence. The various educational and achievement tests will also be considered in relation to their use, value and interpretation. The fundamentals of educational statistics will be studied in connection with their use in the testing program.

**MENTAL HYGIENE .....3 credits**

This course attempts to analyze the individual from the several contemporary standpoints in order to secure principles of mental hygiene. The practical phases of the course treat the application of these principles to problems of individual schools and general social adjustment. The course is presented from the point of view of the normal individual.

**CHILD ADJUSTMENT .....3 credits**

Mental Hygiene as applied to the problems of the elementary school child. Special attention is paid to the study and treatment of the socially immature child, the behavior-problem child, the emotionally unstable child, the retarded child, in relation to school, home and community adjustment. The mental hygiene of the classroom and of the teacher are considered. Visits are made to institutions dealing with problem children. Prerequisites: General and Educational Psychology.

**GUIDANCE .....2 credits**

This course is designed to give a general view of all phases of the guidance program in the secondary school. The unit on educational guidance treats such topics as; interest tests and their use, colleges and their opportunities, educational opportunities other than college, financing educational plans, the college of the future. In vocational guidance techniques for developing and guiding the interests and abilities of individuals are stressed, the job analysis, the course in occupations, methods of teaching vocations, vocational tests.

The third unit will concern itself with human relations. Activities are presented to shed greater light upon the social development of the individual, the home room program, personality development, tests of social usage, the hand book, human relations courses. General administration, organization and curriculum in guidance complete the course.

**SCHOOL LAW .....1 credit**

This course will concern itself with the sources of school law and with trends in its development in the United States in general and in Pennsylvania in particular. A major part of the course will be devoted to a detailed practical consideration of existing school legislation in Pennsylvania. Desired new legislation will be discussed and some comparisons will be made with school laws in neighboring states. The work will consist of discussions, reports, lectures, and investigations.

**VISUAL EDUCATION .....1 credit**

The course in visual education takes up the need for visual aids in teaching, types of visual aids available and the general techniques pertinent to their use. Detailed studies are made of the school journey, objects, models, museums, the still and motion picture, and varied graphic materials. The course is largely a laboratory course with special emphasis upon the actual practice and application of the techniques studied.

**PROBLEMS IN JUNIOR-SENIOR HIGH**

**SCHOOL EDUCATION .....2 credits**

This course involves a consideration of the practical problems of development, organization, and management as they affect today's high school teacher at work. It will consider in detail such problems as marks and marking, modern disciplinary situations, student participation in school control, extra curricular activities, the changing curriculum, etc.

**RURAL SCHOOL PROBLEMS .....3 credits**

A study of the problems that arise from the background and form of organization of the rural school. Because of the prevalence of one-teacher schools, particular emphasis will be placed on their problems, but attention will also be given to the peculiar problems of the consolidated school. The purpose of the course will be to understand these problems and to find the most satisfactory solutions for them.

**TEACHING OF MANUSCRIPT WRITING .....1 credit**

This course is intended to develop skill in writing the manuscript form as well as to treat the subject as a present trend in the education of the young child. The point of view will assume that manuscript writing shall be taught in the first three grades as a basis for a cursive system in grades four, five and six. The course will consider such topics as: reasons for teaching manuscript writing, letter forms, size for different grades, position, manuscript writing scales, transfer to cursive and general methods for teaching manuscript writing. Attention will be given to building a writing program for the whole elementary school.

**CURRICULUM MATERIALS .....3 credits**

The course in Curriculum Materials is closely related to the work student teachers are doing at the time. Each supervisor teaches the course to those students who are doing student teaching under her supervision. Emphasis is placed on selection and adaptation of teaching materials, first for those schools in which the students are teaching, and second, in the fields in which they may find positions later. The common principles of curriculum construction are presented in all groups, but the details and applications vary in different groups—elementary, secondary, and the special fields.

**STUDENT TEACHING AND CONFERENCE.....3 credits or 6 credits**

This course is a period of apprenticeship for the prospective teachers. It provides opportunity for the beginner to observe and to participate in a period of practice teaching under the sympathetic guidance of master teachers. Student teaching is carried on to meet the needs of the following curricula—Elementary, Secondary and Health and Physical Education.

During the summer of 1939, a new course, dealing with safety education, will be offered, providing a sufficient number of students are interested in such a course and request that it be given. It may be used as a free elective in any curriculum.

**SAFETY EDUCATION .....2 credits**

The course in Safety Education would deal with such topics as follows: rules, regulations, and laws concerning the driving of automobiles; rules, regulations, and laws setting forth the rights of pedestrians, a study of other hazards that endanger life, such as, regulations for fire drills and regulations governing exits from public buildings. Other topics of a similar nature will be dealt with in this course.



# ENGLISH

## ENGLISH I .....3 credits

This course includes significant historical aspects of the English language, work in vocabulary enrichment, use of the dictionary, and perfection of sentence structure through grammatical analysis. Frequent themes based on outside readings related to students' interests are required.

## ENGLISH II .....3 credits

This course stresses the interpretative side of English from the sentence to the paragraph and to the composition as a whole. Analysis, outlining, and precis writing are practiced. Creative writing is primarily composition of an expository and descriptive nature. Prerequisite: English I.

## FUNDAMENTALS OF SPEECH .....3 credits

This course includes the study and application of the fundamental principles of effective speaking and training in the selection, organization, and development of materials suitable for speeches for special occasions and speeches adapted to the needs of professional and business people. Special emphasis is given to the study of the regulations governing deliberative assemblies and to practice in parliamentary procedure.

## ENGLISH LITERATURE .....3 credits

A survey of English literature from the tenth through the nineteenth centuries. Particular attention is given to major figures, literary movements and productions, with minor consideration given to types. An anthology is used.

## AMERICAN LITERATURE .....3 credits

A survey of American literature from Colonial days to the twentieth century. Special attention is given to major figures and to the influence of political and social events on American letters. An anthology is used.

## DRAMATICS IN ELEMENTARY GRADES .....3 credits

This course deals with the techniques of dramatic-play, dramatization and play production. It will include discussion of the educational principles underlying the choice of the form to be used with children in the kindergarten and elementary grades. It is planned to give the student a critical acquaintance with a variety of materials and to furnish a basis for the selection and utilization of such materials.

**CHILDREN'S LITERATURE .....3 credits**

This course acquaints the prospective teachers with the stories, poems, and fiction known as children's literature. The student is also trained in using indexes and guides that enable her to select and locate appropriate material for daily classroom use and for programs celebrating various occasions during the year.

**DRAMATIC ENGLISH .....3 credits**

A fundamental course in the theory and practice of acting and directing. It contains text material in technique: reading and discussion of examples of dramatic literature; student lectures on current events in the theatre and related topics; and laboratory practice in life study, pantomime, interpretation of lines and the production of one-act plays.

**SPEECH PROBLEMS .....3 credits**

This course is designed to train prospective teachers to care for defective speech in the classroom and in clinics and to make educators and society cognizant of the increasing need for a definite speech education program in our public schools. Diagnostic and remedial clinics, operating in conjunction with this course, give students practical experience in diagnosing and treating defective speech, in administering tests and in making and using speech records. The more competent and experienced student clinicians are trained to supervise these activities and to conduct clinical demonstrations.

**ADVANCED COMPOSITION .....3 credits**

In this course a study of the several forms of prose writing is made. Students are given opportunity to try each form studied. Prerequisites: English I and II. Required of English majors and minors.

**TEACHING OF ENGLISH .....3 credits**

This course aims to show the development of oral and written expression in the elementary grades. The various forms of oral and written expression are analyzed and evaluated. Spelling, handwriting, vocabulary development, correct speech usage, and other necessary mechanics are given special attention.

**TEACHING OF ENGLISH IN THE  
JUNIOR HIGH SCHOOL .....3 credits**

This course is concerned with the choice of material and methods suitable for the teaching of English. The course of study in English now used in the state will be examined and discussed with a view to adapting it to local conditions.

**VICTORIAN PROSE AND POETRY .....3 credits**

This course includes a survey of the literature of the Victorian period and a detailed study of eight prominent authors. Some attempt is made to show the beginnings of certain literary and social movements that affect present day thinking.

**CONTEMPORARY POETRY .....3 credits**

This course considers the movements in English and American poetry from 1850 to the present. A background for an interpretation of the present scene is attempted.

**WORLD LITERATURE .....3 credits**

This course studies, in translation, a limited number of recognized classics of the literature of the world. Some attempt is made to recognize the indebtedness of English literature to these masterpieces.

**PHILOLOGY AND GRAMMAR .....3 credits**

This course includes the study of the history and development of the English language, and an intensive study of the essentials of English grammar, with the relation of these principles to the structure of sentences.

**SHORT STORY .....3 credits**

This course is a brief survey of the short story as it has appeared in various literatures of the world. Emphasis is placed, however, upon the development and present trends of the short story in America.

**MODERN NOVEL .....3 credits**

A course in appreciation designed to acquaint students with some of the important English and American novelists of the twentieth century. Representative novels by such writers as John Galsworthy, Arnold Bennett, H. G. Wells, Willa Cather, Edith Wharton, Ellen Glasgow, Sinclair Lewis, and Theodore Dreiser are read and discussed.

**NINETEENTH CENTURY NOVEL .....3 credits**

This course is designed to acquaint students with some of the prominent English and American novelists of the nineteenth century. Sir Walter Scott, Charles Dickens, William Thackeray, George Meredith, George Eliot, Samuel L. Clemens, Henry James, and William Dean Howells are among the writers who will be studied.

**PRE-SHAKESPEAREAN LITERATURE .....3 credits**

This course covers in survey fashion some of the plays which are important in the development of the English drama up to the time of Shakespeare.

**SHAKESPEARE .....3 credits**

Material for this course consists of an outlined study of Shakespeare's time in English history and a detailed study of the most representative plays in such a way that this study may be used by students for teaching any of the plays.

**CHORAL SPEAKING .....3 credits**

Choral Speaking aims through the communal voicing of poetry, to stimulate appreciation, interpretation, and artistic expression of poetry; to demonstrate the educational and social values of unison speech; and to train choral leaders in the technique of choir conducting and in the selection and treatment of materials.

**JOURNALISM .....3 credits**

This is a course in school journalism, aiming to give experience in the organizing and conducting of a school newspaper. It includes a brief history of journalism, a study of the methods of reading newspapers, a study of the staff organization of the school paper, and practice in writing news, features, editorials, and headlines.

**MODERN DRAMA .....3 credits**

The content of this course consists of historical background, biographical material, a survey of modern methods in theatre, and the plays of modern dramatists from Ibsen to the present day. The bulk of this material is presented through classroom lectures and discussion, but there is a minimum reading requirement of forty plays on the part of each student.

**THE ESSAY .....3 credits**

This course covers the nature of the essay and its place in modern literature. The readings are from both English and American essayists and the collections of essays read include 18th century, 19th century, and 20th century.

**THE ROMANTIC PERIOD .....3 credits**

The major representatives of the Romantic Movement from Wordsworth to Tennyson, including the forerunners of the movement and its philosophy are studied. An effort is made to connect the movement with contemporary literature.

# **GEOGRAPHY**

## **PRINCIPLES OF GEOGRAPHY .....3 credits**

A foundation course leading to an understanding of geography as a science of the relationship between man and his natural environment, through a study of outstanding adjustments to the natural environmental complex of climatic regions throughout the world.

## **ECONOMIC GEOGRAPHY .....3 credits**

Develops understanding of world patterns of present and potential producing and consuming areas through study of regional work activities in their natural environmental and inter-regional relationships.

## **GEOGRAPHY OF THE UNITED STATES AND CANADA .....3 credits**

A study of man's adjustments to natural environment in major regions (physical, political and economic) of the United States and Canada. Leads to appreciation of future land utilization possibilities. Considers the relation of the United States and Canada to the rest of the world.

## **GEOGRAPHY OF EUROPE .....3 credits**

A geographic analysis and interpretation of natural, political and economic regions of Europe followed by a study of work and population patterns of Europe as a whole. European spheres of influence are introduced.

## **GEOGRAPHY OF LATIN AMERICA .....3 credits**

A consideration of political, economic and cultural conditions of Latin American countries in relation to natural environmental conditions followed by a survey of the geography of Latin America as a whole. Considers mutual benefits derived from amicable relations between the United States and Latin American countries and the place of Latin America in world trade.

## **GEOGRAPHY OF PACIFIC REALM .....3 credits**

A study of the major regions of Asia, Africa, Australia, and islands of the Pacific and Indian Oceans from the viewpoint of outstanding relationships between cultural and natural landscapes.



**GEOGRAPHY OF EASTERN HEMISPHERE .....3 credits**

An analysis of the relationships between cultural and natural layouts of major regions, natural, political, economic, of the Eastern Hemisphere; of the continents of this hemisphere; and of the hemisphere as a whole. Emphasizes the geography of world relations.

**PHYSIOGRAPHY .....3 credits**

Investigates the natural development of land forms, their distributions and their relation to life, particularly man. Atmosphere and ocean considered in their relationship to land surface. A fundamental part of geography and essential to scientific geographic understanding.

**CLIMATOLOGY AND METEOROLOGY .....3 credits**

An intensive study of the composition of the atmosphere, elements of weather and climate, types of climates and their distribution. Geographic interpretation of major climatic regions of the world.

**CONSERVATION OF NATURAL RESOURCES .....3 credits**

A survey of the extent and distribution of our natural resources, the problems arising from their exploitation, and the aims and practices of conservation as related to the nature of the resource. Emphasizes the place of geographic understanding in the development of national, state, and local conservation programs of merit.

**TRADE AND TRANSPORTATION .....3 credits**

A geographic analysis of world trade and transport patterns. Considers areas of commercial production and choice and importance of trade routes; land, sea and air. Special attention given to geography of ocean transport and the participation of leading maritime nations.

**COMMERCIAL AND INDUSTRIAL GEOGRAPHY .....3 credits**

An intensive study of the relationship between industrial and commercial activities of the major work regions of the world and the natural environmental conditions of those regions. Leads to a geographic understanding of the interdependence of nations.

**GEOGRAPHIC INFLUENCES IN AMERICAN HISTORY.....3 credits**

A study of how the geographic conditions of America influenced American History. Creates an appreciation of the parts played by nature and society in the development of our social life.

**GEOGRAPHY OF PENNSYLVANIA .....3 credits**

A study of (1) major work activities from standpoint of geographic planning, (2) how these activities bring Pennsylvania into relation with other parts of the United States and the rest of the world, and (3) work and population patterns in their world relations.

**GEOGRAPHY OF WESTERN HEMISPHERE .....3 credits**

A survey of the relationships between human interests and natural environmental conditions in the major regions of the United States, Canada and Latin America with emphasis upon the geography of the United States. World inter-relationships receive attention.

**GEOGRAPHY FIELD COURSE**



**South Rim Grand Canyon, Grandeur Point**

For the third consecutive summer the State Teachers College at West Chester, Pennsylvania, is offering a field course in geography.

Having visited northwestern United States during the summer of 1937 and northeastern United States in 1938, attention is now centered in another area of unusual scenic and equally unusual economic importance.

This Geography Field Course in Southwestern United States, July 3-August 9, 1939, carries six semester hours of credit and includes a study of the physiography, the economic geography and the conservation of natural resources of the southwestern part of our country.

The itinerary includes St. Louis, Kansas City, Santa Fe, Los Angeles, San Diego, San Francisco, Salt Lake City, Colorado Springs, Denver and Chicago as well as seven National Parks, Imperial Valley and many other places of geographic interest.

### **SOME POINTS OF INTEREST**

Indian Detour from Santa Fe.

Inhabited Pueblo.

Cliff Dwellings.

Grand Canyon National Park.

The Mohave Desert.

Orange Groves and Mission Inn, Riverside, California.

Imperial Valley—Government Experimental Station at Indio—date culture.

Hollywood Motion Picture Studios.

Santa Catalina Island.

General Grant National Park.

Sequoia National Park.

The General Sherman Tree, the "Oldest Living Thing on Earth."

Yosemite National Park.

San Francisco International Exposition.

Golden Gate and Oakland—Bay Bridges.

San Francisco's Chinatown.

Boulder Dam and Lake Mead.

Bryce National Park.

Zion National Park.

Cedar Breaks National Monument.

The Mormon Temple and Tabernacle at Salt Lake City.

Largest Open Pit Copper Mine in North America.

Saltair Beach, Great Salt Lake.

Royal Gorge of the Arkansas River.

Pikes Peak by Automobile.

Gold and Silver Mining in Colorado.

Rocky Mountain National Park.

The comprehensive tours of the National Parks are under the direction of Government ranger-naturalists.

Besides the analysis of the many and varied scenic attractions, opportunity is afforded to observe and to interpret geographically the work of irrigation; mining of copper, gold, and silver; manufacturing, and commerce; as well as the motion picture and tourist industries and other activities of the people of the southwestern part of the United States.

The varied scenery afforded by mountain range, forest, desert, canyon, and ocean, together with the numerous economic activities of the people of the regions visited, assures a course in observational geographic interpretation whose values, both cultural and practical, are of highest quality.

Each day brings new experiences and new geographic understandings.

To receive the six semester hours of credit which this course carries, geographic analysis and interpretation of daily observations, together with a comprehensive report of the entire survey are required. This final report is due on or before December 1, 1939.

This geography tour will be made in air-conditioned, reclining seat coaches. Side trips and National Park tours will be made by motor coach.

The course will be under the direct supervision of Miss Harriet A. Elliott, Head of the Department of Geography, West Chester State Teachers College.

Write or telephone your request for additional information to Dean Winfield W. Menhennett, State Teachers College, West Chester, Pennsylvania.

## THE COST

Contingent fee, 6 credits at \$5.00 each -----	\$ 30.00
Transportation -----	93.97
Hotel lodging (two persons to a room) -----	} \$269.15
Miscellaneous: -----	
Side trips -----	
Admissions -----	
Other incidentals -----	
Total cost per person:	
Without meals, except where American plan	
is necessary -----	\$393.12
The above prices do not include tips.	
(Approximate cost of meals per day, \$2.50 up)	

# HEALTH AND PHYSICAL EDUCATION

## **GYMNASTIC ACTIVITIES I AND II.....1 credit each semester**

This is an introductory course which includes fundamental Danish gymnastics, marching, tactics, apparatus work and games of low organization. The men students are required to pass a minimum number of safety skills on the apparatus.

## **GYMNASTIC ACTIVITIES III AND IV ..... 1 credit each semester**

The first semester is devoted to beginners clogging and tap dancing. During the second semester practice teaching using the materials learned in the first year is required in small units. Advanced work is given in games, stunts, relays, wrestling and apparatus work. The women students are given instruction and practice in tennis as well as work in pyramid building.

## **GYMNASTIC ACTIVITIES V AND VI.....1 credit each semester**

Methods of teaching gymnastics and nomenclature of apparatus exercises are emphasized in this course. Informal methods and natural activities are studied and presented by student teachers to their own units. Advanced apparatus is taught and certain skills are required from each student. The women students are required to learn soccer, football and various individual sports, i. e., jump rope, hop scotch, hand ball, advanced tennis, hand tennis, etc.

## **GYMNASTIC ACTIVITIES VII AND VIII.....1 credit each semester**

Theory and methods of different systems of gymnastics are studied and practiced. Planning demonstrations for schools and originating games is also required. Practice teaching and discussion of speed ball, tennis, schoolroom activities are required of the women students.

## **ATHLETIC ACTIVITIES I AND II.....1 credit each semester**

This course is designed to give instruction in the fundamentals of football, with emphasis on six-man football, cross country, badminton, paddle tennis, ping-pong, other individual sports, baseball and track. Lectures on rules and techniques with special emphasis placed on the development of skill. The women students will receive instruction in field hockey, basketball and baseball and, in addition, they will have individual sports like hand ball, hand tennis, bowling, etc.



**ATHLETIC ACTIVITIES III AND IV.....1 credit each semester**

A fundamental course in soccer, basketball and tennis. Charting and statistical work in connection with the varsity games in these activities is required of all. Study and interpretation of the rules and practice in officiating is an important part of the course. Tests based on theory and practice are included. The regular requirement for gaining credit in athletic classes conducted for major students in the Health and Physical Education curriculum must be satisfied. The women students receive instruction in field hockey in addition to the individual sports listed above. Spalding guides in the above sports are required.

**ATHLETIC ACTIVITIES V AND VI.....1 credit each semester**

This course is designed to present fundamentals in golf, wrestling, boxing and track. The material is covered in a manner that gives the students a coaching point of view. Methods of coaching field hockey, basketball and baseball are presented for the women students and practice in officiating under supervision is emphasized.

**AQUATIC ACTIVITIES I and II ..... 1 credit each semester**

The course in swimming will include practice and techniques in teaching a variety of swimming strokes, stunts, and water games. It will include the American Red Cross Life Saving Test as well as the new Intercollegiate Life Saving Test. Emphasis will be placed on coordination, timing, safety, and emotional development. How to teach swimming will be emphasized throughout the second semester.

**PHYSICAL EDUCATION I and II ..... 1 credit each semester**

It is the purpose of this course to provide for the student the opportunity to learn those physical activities which will enrich his use of leisure time both during and after college years. It seeks also to familiarize him with leadership procedures in these activities, which he may make applicable later to his teaching situations. The first semester is devoted to obtaining the knowledge of rules and the practice of skills in such games as volley ball, badminton, archery, shuffleboard, paddle tennis, ping-pong, hand ball and bowling. In the second semester the objectives are those of rhythmic movement. The units of study include dance fundamentals and folk dancing.

Students enrolled in the Kindergarten-Primary, Intermediate, Rural, Secondary and Public School Music Curricula are required to take the course.

**EURYTHMICS I and II ..... 1 credit each semester**

A study whose aim is the harmonious development of brain, muscles and sensibilities. The course emphasizes the realization of rhythm in bodily movements, and the perception of musical rhythm in muscular activity. It includes the fundamentals of musical form and the fundamentals of the dance with a study of their common elements. This course is required of students in the Public School Music Curriculum.

**PHYSIOLOGY II .....3 credits**

Study of the reaction of the various bodily systems to muscular activity. Individual systems studied separately with the coordination of bodily activity stressed later. The elements of fatigue and staleness emphasized. Prerequisites: Anatomy and Physiology.

**PRINCIPLES AND METHODS OF COACHING .....2 credits**

This is an elective course for senior men and women only. Topics discussed are: principles of coaching; planning of practice schedules; psychology of handling of a team; methods of coaching; planning of game schedules; training a team; the problems of a high school coach.

**INDIVIDUAL GYMNASTICS .....2 credits**

The course deals with: a thorough study of good body mechanics and their influence on growth and development; common structural and functional deviations from the normal; the physical examination, including recognition of normal and abnormal types, methods of examining, record-keeping and follow-up work; classification of children for programs in Physical Education; types of programs for different groups; methods of teaching corrective and remedial Physical Education.

**DANCING I and II .....1 credit each semester**

Fundamentals of rhythm in dance and music with a study of their common elements and relation to each other. The use of percussion and musical accompaniment in the dance. Clog and tap dancing, folk and athletic dancing and American country dancing, and the use of these in recreational programs. Technique and methods of teaching.

**FESTIVALS AND PAGEANTS .....2 credits**

Theory and practical problems in stage movement and business; lighting; costume; and make-up. Material presented from the standpoint of the director of pageants in schools and playgrounds.

**HYGIENE I .....3 credits**

This course aims to improve the attitudes and practices of the students as well as giving a background of information concerning personal and community health matters. The course is divided into units covering food, physical activity, fatigue and rest, fresh air and sunshine, special senses, prevention of disease, care of the skin, mental hygiene, stimulants and narcotics, social hygiene and safety education. Special reports and applications of material to student problems are required.

**HYGIENE II—SCHOOL AND COMMUNITY .....3 credits**

This course includes the discussion of the School Health Program from the standpoint of Healthful School Living, Health Service and Methods and Materials of Health Instruction, grades 1 through 12. The course includes also, the discussion of Community Health as it is related to the School Health Program and the work of the United States Public Health Service.

**MECHANICAL-ANATOMICAL ANALYSIS OF  
ACTIVITIES .....2 credits**

A study of good body-mechanics, with the common structural and functional deviations from the normal. The effects of the different physical education activities upon anatomical structure and bodily movement, and adaptation of activities to the needs of divergent cases.

**NATURE AND FUNCTION OF PLAY .....2 credits**

A study of the theory and philosophy of play. A brief discussion of the historical role of play and its influence in the social development of various peoples. A classification of play activities as related to the interests and abilities of different age levels. Recreational forms of play and principles of leadership.

**PHYSICAL EDUCATION TESTS .....3 credits**

The course consists of: a study and evaluation of achievement tests in Physical Education; methods of constructing achievement tests and finding the relationships of capacity, ability and achievement.

Practical tests and measurements will be made by the student under the supervision of the instructor.

## **ORGANIZATION AND ADMINISTRATION OF**

### **PHYSICAL EDUCATION .....4 credits**

The purpose of this course is to have the student acquire knowledge of how the health and physical education program is organized, conducted, and supervised in the elementary and secondary public schools. The main topics considered are: underlying philosophy of health and physical education, legal status of physical education and laws affecting teachers of physical education. Routine clerical work required of teacher in rendering reports, class organization, constructing and revising a course of study, preparing an outline both in health instruction and physical activity program, publicity and means of evaluating a program of health and physical education.

### **LEADERSHIP IN PROTECTIVE PROCEDURES .....2 credits**

Prevention and emergency care of injuries of all types; but with special reference to first aid, bandaging and massage. Lectures, discussions, demonstrations and projects involving practice by the students are the methods used in covering this course.

### **MECHANICAL ANALYSIS OF ACTIVITIES .....2 credits**

This course is designed to acquaint the student with the techniques and mechanics of movements in physical activities as based upon the anatomical relationship of muscles, bones and neural control.

### **INTRODUCTION TO PHYSICAL EDUCATION .....1 credit**

The purpose of this course is to orient the student to the elementary problems of physical education. It includes the presentation of a brief history of physical education, with emphasis on the various systems of physical education in Europe which have influenced our own system of physical education in America. Terms and nomenclatures and underlying science of physical education activities will also be considered.

# MATHEMATICS

## COLLEGE ALGEBRA I .....3 credits

This course is designed for students majoring in Mathematics and the Physical Sciences but is primarily for the benefit of those students who are preparing to teach Mathematics in the high school. A thorough review is made of those topics which are usually included in high school Algebra. Special emphasis is placed upon the graph, the theory of exponents, the quadratic equations, inequalities, imaginary numbers, and progressions. The professional viewpoint is constantly emphasized and complete mastery of subject matter is required. This is a fundamental course and is a prerequisite for all work in Mathematics in the college.

## COLLEGE ALGEBRA II .....3 credits

This course is a continuation of Algebra I and is conducted on the same plan. It includes mathematical induction, variation, complex numbers, logarithms, theory of equations, theory of investment, partial fractions, determinants, permutations, combinations, the theory of probability, and higher equations. Prerequisite: Algebra I.

## PLANE TRIGONOMETRY .....3 credits

This course is, in the main, a subject matter course embodying a comprehensive presentation of the following: trigonometric functions of an acute angle of a right triangle; the significance of positive and negative angles and of trigonometric angles in general; theory of logarithms, trigonometric identities; inverse trigonometric functions; solutions and areas of triangles by natural functions and by logarithmic functions.

## ANALYTIC GEOMETRY .....3 credits

A course which takes up the study of the straight line, circle, parabola, ellipse, and hyperbola. Its aim is to show the relationships between geometry, trigonometry, and algebra and to furnish a background for the calculus and for the teaching of mathematics in the junior and senior high schools. Prerequisites: Algebra I and Trigonometry.

## ELEMENTARY STATISTICS .....3 credits

A brief history of statistics. Principles involved in and methods of collection, analysis, presentation, and interpretation of statistical data and their practical application (especially in the field of psychology, sociology, and education). Special emphasis on and consideration of averages, dispersion, correlation, index numbers and graphic methods.



**CALCULUS I .....3 credits**

A course covering the differentiation of algebraic, trigonometric, logarithmic, and exponential functions with practical applications involving the aid of the first and second derivatives. The subjects of maximum and minimum values, velocity, and acceleration, problems in rates, areas, work, etc., are studied.

**CALCULUS II .....3 credits**

A course continuing the work of Calculus I. It includes the integrating of the functions studied in Calculus I, the study of the definite integral in finding areas and volumes along with other problems in mechanics. Those topics which will be of special help to teachers of mathematics and science are especially stressed.

**ARITHMETIC CURRICULUM .....3 credits**

This course is planned to show the student that there is a definite need for arithmetic in the child's social life, and that the concrete number experiences of the child may be utilized. The student is familiarized with the basis of selection of material and with methods of presentation. Modern textbooks and courses of study are carefully examined and observations are made in the Demonstration School.

**ARITHMETIC II .....3 credits**

A thorough review of subject matter is made and special emphasis is placed upon the arithmetic required by the adult children. The work of the course is definitely professional, but the subject matter offers special opportunity for enlarging the student's informational and cultural background in arithmetic.

**HISTORY OF MATHEMATICS .....3 credits**

The aim of this course is to furnish a cultural background in the field of mathematics. A study is made of the history of the development of number forms and of computation, methods of solving problems, discoveries in mathematical methods and processes, mathematical recreations and biographies of outstanding mathematicians.

# MUSIC

## **EAR TRAINING I .....2 credits**

A study of tone and rhythm planned so that the student gains power to recognize, visualize, sing and write melodic phrases in all keys.

## **EAR TRAINING II .....2 credits**

Dictation II completes the study of melodic dictation, giving special emphasis to the development of musical memory and the ability to write comparatively long melodic phrases after one hearing.

## **EAR TRAINING III .....2 credits**

This course is designed to develop ability to recognize and write chord progressions, utilizing the various harmonies as they are successively acquired. This course supplements the corresponding semester course in Harmony.

## **HARMONY I .....3 credits**

This course deals with tonic, dominant and subdominant harmonies, their inversions, sevenths and simple chromatic alterations and with all non-chordal tones. The course develops musicianship and skill in melody writing, harmonization of melody, and simple creative work using the above material.

## **HARMONY II .....3 credits**

A continuation of Harmony I, this course introduces the supertonic, submediant and mediant harmonies, their inversions, sevenths and simple chromatic alterations. Greater musicianship and skill are developed in the use of the diatonic harmonies in melody writing, harmonization, simple piano accompaniments and original work.

## **HARMONY III .....2 credits**

This course includes intensive study of chromatic harmony and chord species. This material is applied in various types of modulation and original work.

## **HARMONY IV—KEYBOARD HARMONY .....2 credits**

This course develops a skill in the application of diatonic harmonies, non chordal tones, easy chromatic chords to the keyboard. The work includes intensive key drills, transposition, sequence building, melody harmonization and creative work at the keyboard.

**HARMONY V—FORM AND ANALYSIS .....2 credits**

This course includes the study of compositions from the standpoint of formal construction and detailed harmonic analysis. The forms studied are phrase, period forms, small forms, song forms with trio, rondo, sonata-allegro, variation.

**HARMONY VI .....2 credits**

Harmony VI is a continuation of Harmony III. The subject matter of the course, chromatic harmony and modulation, is applied freely in original work in the small forms. The course also includes an introduction to some of the modern idioms.

**SOLFEGGIO I .....2 credits**

This course purposes to develop in the student the ability to sing at sight with either sol fa syllables or words, music of moderate tonal and rhythmic difficulty in all major and minor keys in both G and F clefs.

**SOLFEGGIO II .....2 credits**

In this course chromatic tones and more difficult intervals and rhythmic patterns are presented for individual mastery in singing words or sol fa syllables in two, three and four part songs and exercises. Prerequisite: Solfeggio I.

**SOLFEGGIO III .....2 credits**

On completion of this course, the ability to read fluently and accurately all parts of the compositions found in the various texts of the music used in public schools should have been acquired. Prerequisite: Solfeggio II.

**MATERIALS AND METHODS I .....3 credits**

This course presents methods and materials covering every phase of work in the primary grades and analyzes the psychological principles underlying the presentation of these music materials. Special attention is given to the study of the child voice, treatment of monotones, development of the rhythmic and tonal sense and the beginnings of directed music appreciation. In addition to the regular three-hour course, one period a week is devoted to directed observation in which general class room procedures are observed as well as demonstration lessons by the music supervisor.

**MATERIALS AND METHODS II .....3 credits**

This course presents methods and materials covering every phase of work in the intermediate grades and analyzes the psychological principles underlying in the presentation of these music materials. Attention is given to the study of the child voice. The development of part singing is an important phase of the work, and the organization and training of school choirs is emphasized. Directed observation one additional period per week as in preceding methods. Prerequisite: Methods I.

**MATERIALS AND METHODS III .....3 credits**

Organization, administration and content of required and elective courses in the junior and senior high school. Attention given to the problem of the changing voice. Special emphasis is placed upon the choral organization usually found in the schools. The integration of music with other subjects of the curriculum is stressed. Directed observation one additional period per week as in preceding methods. Prerequisite: Methods I and II.

**MUSIC III (FOR ACADEMIC STUDENTS) .....2 credits**

A course for academic students designed to stimulate an understanding and love for good music through the study of outstanding examples of music literature. Integration of music with other arts and literature and the historic background of composers are treated to further enrich the students' enjoyment and knowledge of music.

**MUSIC I (FOR GROUPS I, II and III) .....2 credits**

This course places special emphasis upon materials and correct singing. The following items are presented as fundamental elements of musical knowledge, necessary to prospective teachers in elementary or intermediate grades: tone production, reading music with and without syllables, elementary theory, including clefs, signatures, major and minor scales, meter rhythms, ear-training and dictation.

**MUSIC II (FOR GROUPS I, II and III) .....1½ credits**

This course is designed to meet the needs of the elementary grade teachers. It consists of a study of materials suitable for children in primary, intermediate, and rural school grades; of the methods and devices used in teaching these materials, and of the use of the rhythm band and phonograph and various phases of music study which their use enhances. Observations in Demonstration School is part of this course.

**ADVANCED INSTRUMENTAL CONDUCTING .....3 credits**

This course consists of both theoretical and practical study of the conducting of all types of instrumental groups and the combining of the instrumental accompaniment with operetta or other choral productions. Instrumentation, interpretation, balance, score-reading, etc. are studied, discussed and practiced. Not only the detection and correction of mistakes, but also the psychological cause of mistakes are studied and practically analyzed. The class itself is the practice orchestra.

**INSTRUMENTAL TECHNIQUE**

This course is open to seniors only. It includes training in the ability to read scores intelligently and the ability to arrange for orchestra and band combinations. The make-up, organization and training of the instrumental units are strongly emphasized.

**CLASS PIANO METHODS .....2 credits**

The training of piano teachers and supervisors for the organization and teaching of piano classes in the public school. Suitable teaching material including the leading systems of class piano instruction will be examined and discussed. Demonstration and student teaching.

**HISTORY AND APPRECIATION OF MUSIC I and II .....3 credits**

(For students in the Public School Music Curriculum only)  
This course covers the field of music history in theory and practice, from early times to the present. Examples of music either by phonograph or other means, are used as much as possible to illustrate this survey. A strong emphasis is placed on the inter-relation between various phases of music history and other social and art movements.

## **SCIENCE**

**CURRICULUM IN ELEMENTARY SCIENCE .....3 credits**

The course aims to show the purposes and values of science in the elementary school curriculum, the psychological principles of science teaching, and the methods and materials of presentation, with special stress upon the activity program. The specific topics include: the objectives of teaching elementary science, a survey of existing courses of study, the use of materials found in the immediate environment, studies and research in the field of elementary science. Readings, discussions, laboratory experiences, field trips, demonstrations of teaching in the Demonstration School and individual activities constitute approaches used in the course.



**PHYSICAL SCIENCE I .....3 credits**

A survey and orientation course in the physical sciences. The material is so chosen as to be of the greatest value to (a) students preparing for elementary teaching, (b) students planning a specialized curriculum in science, (c) students who wish a cultural background in science. The work is non-mathematical and is accompanied by demonstrations and laboratory experimentation.

**PHYSICAL SCIENCE II .....3 credits**

A continuation of Physical Science I.

**BIOLOGICAL SCIENCE I .....3 credits**

A survey and orientation course in fundamental life processes, growth, development and reproduction. Special emphasis is given to the study of variations in organisms and their response to environmental changes, including adaptations. Demonstrations include a survey of a few typical forms of the less complex animals and simpler plants with a discussion of their habits and economic importance.

**BIOLOGICAL SCIENCE II .....3 credits**

A study of the metabolic machinery of vertebrate animals and vascular plants, with considerable emphasis on man's unique position in the biological world. An effort is made to help the prospective teacher understand the child and himself as a complex organism, living in a world greatly modified by human action. Demonstrations and discussions. Prerequisites: Biological Science I.

**AGRICULTURE AND NATURE STUDY .....3 credits**

Considers the common and important facts of agriculture and nature study that lead to the understanding of the general principles of biology and their application to human adjustment. The course is developed around the native animals and plants. Field work is stressed.

**BOTANY I .....3 credits**

A course in the structures and processes of familiar seed plants, including those involved in nutrition, reproduction and formation of seeds and fruits. A critical analysis is made of variations in plant growth and behavior. Demonstrations and discussions, accompanied by individual field and laboratory studies.

**BOTANY II .....3 credits**

A course in the morphology, life histories and economic importance of fungi, algae, mosses, ferns and related plant groups. Demonstrations and discussions, accompanied by individual field and laboratory studies.

**ZOOLOGY I .....3 credits**

This course is intended to acquaint the student with the structure, life history and behavior of representative specimens of each phylum of invertebrate animals, except the Arthropoda. In the study of types, structure, function and adaptation are given equal emphasis. The principles of phylogeny and ontogeny are considered. The laboratory and class work is supplemented by field studies, including observations of habit, ecological conditions and the use of keys for identification and classification.

**ZOOLOGY II ..... 3 credits**

A continuation of Zoology I. Beginning with the Arthropoda and following the procedure of the first semester, a study of the vertebrate phylum is made. Prerequisite: Zoology I.

**PLANT TAXONOMY—LOCAL FLORA .....3 credits**

A course designed to help teachers of biology and nature study to identify the vascular plants, including trees, shrubs, wild flowers, ferns, grasses, sedges and rushes. Much practice will be obtained in the use of keys, check lists, popular handbooks, technical manuals and herbarium collections. The flora of Chester County comprises nearly 1440 species of vascular plants and was the object of the early botanical studies in America made by Humphrey Marshall and William Darlington before the time of Asa Gray. Laboratory and field work.

**ECOLOGY—FIELD BIOLOGY .....3 credits**

A study of plant and animal communities, including the factors responsible for bringing together diverse types of organisms. Biotic history, climatic conditions, soil conditions, and competition are examples of major influences to be considered. Field work, illustrated lectures and discussions.

**ANATOMY .....3 credits**

Lectures covering the development of the skeletal system. Laboratory work on the human skeleton, articulated and disarticulated; the gross structure of bones; the preparation and comparative study of skeletons of other vertebrates. Dissection of the cat and quizzes on the parts dissected. Models and text-books are used as guides. Three hours lectures and three hours laboratory work.

**BACTERIOLOGY .....3 credits**

This course presents the fundamentals of microbiology including media making, methods of sterilization, the action of preservatives and germicides, the study of morphology and physiology of pure cultures of micro-organisms, and a study of the content and significance of bacteria in the air, soil, water and milk and other foods.

**ENTOMOLOGY .....3 credits**

This course includes lectures and demonstrations on the characteristics of the orders and families of insects, with a study of their habits, life-histories and relations to other animals and to plants. The laboratory work consists of the study of the structure, ecology, metamorphosis and classification of insects. Each student is required to collect and prepare typical collection of insects. Laboratory work will be supplemented with field trips. Prerequisite: Zoology I and II.

**GENETICS .....3 credits**

A study of the theories and principles of heredity. Various theories of eugenics and their bearing on human progress are discussed. A study of the mechanism and laws of heredity and their practical applications. Prerequisite: Zoology I and II or Botany II.

**VERTEBRATE EMBRYOLOGY .....3 credits**

An introduction to the principles of embryology based upon a study of the chick with constant reference to the human development. The lectures will emphasize fundamental embryological processes and variations in development among the vertebrates, especially in nutrition, respiration and excretion. In the laboratory, chick and pig embryos will be studied in detail. Prerequisite: Zoology I and II.

**HISTOLOGY .....3 credits**

A study of the principal tissues of the animal body in living and fixed preparations with emphasis on the structural reactions of cells to the activities of the body. This course also includes the methods of microscopical technique and is adapted to the individual requirements of general students, pre-medical students and those planning to become technicians. Prerequisite: Zoology I and II and Botany I and II.

**GENERAL PHYSIOLOGY .....3 credits**

A study of the fundamental properties and activities common to all cells as a basis for better understanding of various physiological phenomena. Colloidal behavior as related to protoplasm and biological fluids. Cell oxidations. Practical and theoretical aspects of cell permeability, the significance of the cell environment with respect to such factors as temperature, varying acidity, osmotic pressure and ion balance. Animal and plant behavior. Prerequisite: Zoology I and II or Botany I and II.

**PARASITOLOGY .....3 credits**

A study of the Morphology and life histories of the Platyhelminthes, Nematelminthes and some of the more important parasitic Arthropoda. Species will be studied according to their importance in transmission of human diseases and their economic importance to man.

**CHEMISTRY I .....4 credits**

A course in general inorganic Chemistry in which a thorough ground work in the fundamentals of the subject is emphasized. Particular attention is paid to the basic chemical laws, the writing of equations, and problem solving. Several of the important industrial processes are studied in detail.

**CHEMISTRY II .....4 credits**

A continuation of Chemistry I, in which the more common elements are studied from the standpoint of the Periodic Table. The course is enriched with numerous references to the history of chemistry and with many industrial applications. Prerequisite: Chemistry I.

**QUALITATIVE ANALYSIS .....3 credits**

The course makes a careful and systematic study of the more common ions. Emphasis is placed on a thorough knowledge of their reactions, identification and separation. Much attention is given to the laws governing these operations and to the development of laboratory technique. Prerequisite: Chemistry I and II.

**QUANTITATIVE ANALYSIS .....3 credits**

The primary purpose of this course is to develop a thorough understanding of exact laboratory operations. The basic analytical methods in gravimetric and volumetric analyses are employed. Particular attention is given to problem solving. Prerequisites Chemistry I and II, Qualitative Analysis and College Algebra.

**INDUSTRIAL CHEMISTRY .....3 credits**

A general study of the chemical industries designed to meet the needs of the prospective teacher. Raw products, by-products, plant methods, and plant layout will be discussed. Trips to several plants and an intensive study by the student of one manufacturing operation will be required.

**ORGANIC CHEMISTRY .....3 credits**

And introductory course to the chemistry of the carbon compounds. The more important classes of compounds in the aliphatic and aromatic series are studied. Prerequisite: Chemistry I and II.

**PHYSICAL CHEMISTRY .....3 credits**

A general course in physical chemistry. Such subjects as the gaseous state, solutions and ionization, thermochemistry, phase rule and kinetics of reactions are studied. Prerequisites: Chemistry I and II, Physics I and II, Qualitative Analysis and Calculus.

**CHEMISTRY OF NUTRITION .....3 credits**

The content of this course includes such important topics as carbohydrates, fats and proteins, the metabolism of foods, vitamins, dietary standards. Particular attention is given to dietary diseases and their prevention. Prerequisite: Chemistry I.

**PHYSICS I .....4 credits**

A course in general college physics. The content of this course includes mechanics and heat. The work is so arranged that it will be of the greatest aid to students preparing to teach in the secondary school. Three class periods and one laboratory period each week. Prerequisite: College Algebra.

**PHYSICS II .....4 credits**

A continuation of Physics I. Electricity, light and sound. Physics I and II complete a year of general college physics.

**PHYSICS III—MODERN PHYSICS .....3 credits**

A study of the developments in physics since 1900. The course considers such topics as X-rays, radioactivity, vacuum tubes, atomic structure. The student performs experiments which illustrate the essential facts of the course. Prerequisites: Physics I and II and Calculus.



**PHYSICS IV—ELECTRICITY .....3 credits**

A study of direct and alternating currents and the general theory of electricity and magnetism. The course includes such topics as Kirchoff's laws, thermoelectricity, electromagnetic induction, theory of magnetism. Prerequisites: Physics I and II and Calculus.

**PHYSICS V—HEAT .....3 credits**

Prerequisites: Physics I and II and Calculus.

**PHYSICS VI—OPTICS .....3 credits**

A study of geometrical and physical optics. The work includes such topics as reflection, refraction, interference, spectroscopy. Thick lens optics will be considered. Prerequisites: Physics I and II and Calculus.

**PHYSICS VII—MECHANICS .....3 credits**

A general course in statics and dynamics. Prerequisites: Physics I and II and Calculus.

**ASTRONOMY (ADVANCED PHYSICS) .....3 credits**

A course in general college astronomy. This course is open only to those who have completed a course in general college physics and who have had some college mathematics, including analytic geometry and trigonometry.

**THE PHYSICS OF MUSIC .....3 credits**

An introduction to the nature of sound including its production. This will be followed by a treatment of the production of a sound by musical instruments, including the topics of scales, quality and musical intervals. Some attention will be paid to the subject of architectural acoustics. This course is required of all students in the department of music.

**DESCRIPTIVE ASTRONOMY .....2 credits**

The work is so arranged as to be of value to teachers of elementary science. Non-mathematical in character, the course covers such topics as planetary motions, a study of the constellations of the galaxy, a study of the nebulae. Recitations and field work.

**GEOLOGY .....3 credits**

A course in physical and historical geology. Some consideration is given to the history of the earth as revealed by stratigraphy. Special attention is given to the erosive processes which modify the earth's surface. The work is augmented by laboratory work using topographical maps, rocks, and minerals. Recitations and field work.

# **SOCIAL STUDIES**

**UNITED STATES HISTORY I .....3 credits**

The purpose of this course which is primarily narrative is to study the social and political conditions of the pre-revolutionary period to the end of the Civil War. The sources of particular problems are uncovered and the foundations are laid to understand later American development.

**UNITED STATES HISTORY II .....3 credits**

This course traces American History since 1865 and stresses contemporary problems. The standards and principles of political, social and cultural institutions are carefully analyzed and studied. Careful attention is given to special problems in our American life which have arisen since the Civil War.

**HISTORY OF THE FAR EAST .....2 credits**

This course seeks to follow intensively the background of economic, political and social institutions and to note the relation to trends at the present time in the Far East. Nationalism in Japan; the struggle for unification in China; the desire for more self-government in India will be studied. The relation of Western powers to the East under these conditions will be examined.

**HISTORY OF PENNSYLVANIA .....2 credits**

This study follows the history of the early colonial life of the province so that the political and social life is understood. The relationship of the province, and then the state, to the United States in the formative periods are analyzed. Then the growth of the state to the present time is traced.

**ETHICS .....2 credits**

In order to grasp the real purpose of this course a survey must be made of the history of religious and philosophical movements in the world. Out of these movements have developed certain standards or norms of conduct and ethical ideals; consequently, the theories attached to these concepts are studied. The implication and direction as related to modern institutions are analyzed.

**INDUSTRIAL RELATIONS .....2 credits**

The purpose of this course is to study a history of the industrial movements in order to understand the problems involved in the background. Then follows a study of human relations in industrial enterprise, the place of collective bargaining and personnel administration.

**HISTORY OF LATIN AMERICA .....3 credits**

The purpose of this course is to make a survey of Latin-American history. The relation of European nations and the United States, particularly with the Latin-American countries is examined. A study is also made of their social and cultural institutions.

**AMERICAN GOVERNMENT .....3 credits**

The basic facts and principles of government necessary for teaching of courses in Civics, Problems of American Democracy, and United States are studied in this course. The course includes a study of the constitutional structure of the Federal system and the National Government, with particular emphasis on the lawmaking and enforcing agencies and the electorate's influence thereon.

**COMPARATIVE GOVERNMENT .....3 credits**

An understanding of the ideals and practical workings of Democracy and its alternatives in Europe today is essential to teachers of Modern European History. In this course a comparative study of the Democracies of England and France will be followed by a survey of the political systems of Germany, Italy and Russia.

**MODERN EUROPEAN HISTORY .....3 credits**

This course aims to provide the student with a knowledge of the political, economic and social movements after the Congress of Vienna. Special emphasis is given to the rise of nationalism, liberalism, the industrial revolution, imperialism, the causes of the Great War and peace-time reconstruction.

**SOCIAL AND INDUSTRIAL HISTORY OF**

**UNITED STATES .....3 credits**

The study of our National History from an economic point of view is particularly valuable in the period of economic reconstruction in which we are living. The great trends and movements in agriculture, manufacturing, commerce, finance, transportation and industrial relations are taught from their beginnings in the Colonial period to their contemporary expressions.

**RENAISSANCE AND REFORMATION .....2 credits**

This course deals with the study of the Renaissance, with special reference to the artistic, literary, scientific and political aspects and the vital personalities motivating them; the Reformation as it affected the religious, economic and political development of Europe.

**ECONOMICS .....3 credits**

This course attempts to give the student the fundamentals of economic principles with application to problems as well. The prospective teacher is made aware of the responsibility to the school for economic welfare.

**SOCIOLOGY .....3 credits**

The course deals with a study of the non-economic and non-political behavior of men, with particular reference to groups, their inter-relations, and basic processes and their culture. Lectures, special reports and discussions will cover such topics as social groups, culture, influences of environment, influence of heredity, isolation, population trends, conflicts, competition, cooperation, accommodation, assimilation, social control, stratification and division of labor. The influence of social interaction upon personality will be studied. The function of education in its relation to social control, culture growth and interaction will be given consideration.

**EARLY EUROPEAN HISTORY .....3 credits**

The purpose of this course is to trace the evolutionary developments of various elements of our culture which have come down to us from the past and to provide a background for the required courses of Modern European History and American History. Chronological period is covered from 1300-1815.

**HISTORY OF ENGLAND .....3 credits**

The political, social, economic and cultural evolution of the English people from prehistoric times to the present is the general purpose of this course. The development of her government along democratic lines is emphasized and her many contributions to the civilized world are given prominence in the course in English History.

**CIVIC EDUCATION .....3 credits**

The purpose of this course is to provide the opportunity for organizing and putting into effect those projects, studies and responsibilities that develop a civic conscience and a civic attitude.

**HISTORY OF CIVILIZATION .....4 credits**

This is a survey course in the social sciences and traces the development of various aspects of the group life. Its aim is to make certain and realistic the information necessary for a proper understanding of the great heritage that is ours in the present day.

**EVOLUTION OF SOCIAL INSTITUTIONS .....3 credits**

This course deals with the sociological background in the origin and development of social institutions, such as, the family, church, language, property, tool consciousness. A large portion of the course is devoted to problems of the family.

**SOCIAL PROBLEMS .....3 credits**

This is an advanced course in sociology. It deals with several social problems, such as, poverty, unemployment, crime, divorce, mental mal-adjustments. Lectures, reports and seminar techniques will be used.

**INTRODUCTION TO PHILOSOPHY .....3 credits**

The purpose of this course is to study the various systems of thought, from early civilization to the present time, which have enriched our culture. These systems of thought will be examined historically so that the viewpoint may be clearly understood as their contributions to culture are analyzed.





LIBRARY

## ***Uniform Fees, Deposits, and Repayments***

### **Summer Session**

#### **A. FEES**

##### **I. Student Activity Fee**

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera. Students taking extension courses or regular session students taking less than seven semester hours may secure the benefits of the Activities Program by the payment of the Student Activity Fee. This fee as determined and collected by the West Chester College Government Association at West Chester Teachers College is for the 1939-40 year \$10.00 a semester. (This fee will be \$2.00 for the Summer Session of 1939 and \$1.00 for the Post Session.)

##### **II. Contingent Fee**

Contingent Fee, per semester hour of credit -----\$5.00

Students who enroll in the special health education curriculum shall be charged an additional fee of \$6.00; and those in the public school music curriculum, \$18.00.

##### **III. Housing Fee**

###### **1. Housing rates for students:**

The housing rate for students shall be \$42.00 for the Summer Session. This includes room, meals and limited laundry.

(a) For rooms with running water an additional charge of \$3.00 for the Summer Session may be made.

(b) No reduction in the rate is made for laundry done at home nor for absence of students who go home for a few days at a time.

(c) A student may, at the discretion of the President of the college, occupy a double room alone by paying an additional \$12.00 for the Summer Session.

###### **2. The rate for transient meals shall be:**

Breakfast, \$.30                      Lunch, \$.40                      Dinner, \$.50

##### **IV. Damage Fee**

Students shall be responsible for damages, or breakage or loss, or delayed return of college property.

#### **V. Infirmary Fee**

After three days in the college infirmary, the college shall charge an additional \$1.00 for each day.

Day students who may be admitted to the infirmary shall pay board at the rate of \$2.00 a day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

#### **VI. Isolation Hospital Fee**

If the college maintains an Isolation Quarantine Hospital for contagious diseases, the college shall charge \$10 per week additional, but this service charge does not include trained nurse or special medical service.

Day students, who may be admitted to the Quarantine Hospital shall pay the board rate of \$2.00 a day (see V above), and in addition shall pay \$10 a week, but this additional charge does not include trained nurse or special medical service.

#### **VII. Tuition Fee**

Students whose residence is out of the state shall be charged a fee of \$35.00 per Summer Session.

Out-of-state students shall pay the contingent fee in addition to the tuition fee.

#### **VIII. Degree Fee**

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of degree diploma.

#### **IX. Record Transcript Fee**

One dollar (\$1.00)) shall be charged for the second and each subsequent transcript of records.

#### **X. Delinquent Accounts**

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

### **B. DEPOSITS**

#### **Advance Registration Deposit**

A deposit of \$10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the

student's contingent fee. If, however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.

Check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. Money Orders should be made payable at Harrisburg, Pa.

### **C. NO OTHER FEES OR DEPOSITS PERMITTED**

No fees or deposits, other than as specified above may be charged by a State Teachers College.

### **D. REPAYMENTS**

- I. Repayment will not be made :
  1. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from College.
  2. For any part of the advance registration deposit for any cause whatsoever except where students give notice of intention to withdraw at least three weeks before the college opens or when the student is rejected by the college.
- II. A repayment will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college.
- III. The advance registration deposit will be returned to students provided they notify the college not less than three weeks before the opening of the semester or term of their intention not to attend, or provided the student is rejected by the college.

### **Commuting**

Long distance commuting, or any commuting that involves the strain of early rising or of tedious travel is discouraged, because they have been found to interfere with the best progress of students.

## *Requirements for Admission*

Students who are making application for admission to the State Teachers College and who have not had teaching experience must meet the requirements for admission as outlined below :

1. General scholarship as evidenced by graduation from an approved four year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.
2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance and sympathy.
3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college.
4. Normal intelligence and satisfactory command of English as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.
5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant and promise of professional development.



## Room and Board

Comfortable rooms with board and laundry can be secured at reasonable rates in the College Dormitories. Rooms are of good size and attractive, and have recently been re-papered and re-varnished. All rooms are carpeted and have individual closets. The beds are single and are provided with woven wire springs. Boarding students furnish blankets, or other equivalent and towels.

During the Summer Session, the dormitory will be open until ten o'clock at night. Students desiring to return to the dormitory after that hour must secure permission from the Dean of Women.

Copper and wood screens have been provided for all dormitory windows and doors.



Working in the Library

## Recreation and Social Activities

Your days on West Chester Campus will not be filled with work alone. A rich and varied program of activities will offer you opportunity for relaxation and pleasure; no matter what your hobbies and skills are. Play gives meaning to work and zest to living; for this reason the activities for the Summer Session are carefully planned to satisfy the desire for a happy vacation as well as pursuit of study. A better and more comprehensive program than has been given in past years is now under way.

## SUMMER SESSION 1939

### Social Activities

- June 19—Registration day: tea in afternoon, dancing at night.  
June 22—President's reception, dancing.  
June 23—Chapel: modern dance demonstration.  
June 24—Delaware River boat trip.  
June 25—After-dinner coffee.  
June 28—Philadelphia trip; Franklin Institute, Art and Commercial Museums, etc.  
June 29—Chapel: address by Elsie Singmaster.  
July 3-4—Individual arrangement for holiday, Longwood Gardens.  
July 5—Chapel: musicale by outstanding alumni.  
July 9—After-dinner coffee.  
July 10—Chapel: illustrated lecture.  
July 11—College picnic at Hopewell Recreation Park.  
July 15-16—Trip to World's Fair, New York City.  
July 16—After-dinner coffee.  
July 18—Chapel: dramatic presentation by Goshen Players.  
July 21—Formal dance.  
July 22—Trip to Hershey Park.  
July 23—After-dinner coffee.  
July 24—By-ways of Chester County.  
July 26—Dinner honoring graduates.  
July 28—Chapel: Commencement.

### NOTES

Each student will be provided with one free ticket either to an orchestra concert, an opera, or a ballet given at the famous Robin Hood Dell in Philadelphia.

There will be free bus service daily to Sharpless Lake for swimming.

On the campus informal get-togethers will be fostered in the form of after-dinner coffees, "sings" by the group, lawn parties, informal dancing, "twilight hours" on the terrace.

There will be weekly trips arranged to the Hedgerow Theater at Moylan-Rose Valley, one of America's outstanding repertory theaters.

New York City will be a magnet with its World Fair, but history-enshrined Philadelphia will not be overlooked nor the alluring by-ways of Chester County. Arrangements will be made for a boat-excursion on the Delaware River, an all-college picnic at Hopewell Park, the illuminated fountain display at Longwood Gardens, and a trip to Hershey Park. The proximity of Gettysburg, Pocono Mountains, Hopewell Art Center, and the Atlantic sea-

board, to name just a few places, suggests the wide variety of interests available to our students.

Much of this program is financed by the Student Activity Fee under the direction of the Student Activity Association. There are individual expenses involved in some of the activities.

Recreational opportunities include use of the gymnasium, ping-pong, roller skating, badminton, tennis, swimming, and soft ball.

### **Books and Supplies**

The College maintains a Book Store that carries in addition to books, a complete line of students' necessities, such as stationery, laundry bags, parcel post cases, athletic goods, etc. A sub-station of the main post office is located in the Book Store.

### **Placement Service**

The College maintains an up-to-date Placement Service for teachers, and while the College does not guarantee a position to Summer Session students, it will use every effort to secure teaching positions for those desiring to teach.

Prospective teachers should get in touch with the Dean of Instruction, who has charge of the Placement Service, if they are interested in obtaining positions for the coming year.



**Corner of The Lobby**

### **Demonstration and Practice School**

A Demonstration and Practice School, extending from kindergarten to grade six, inclusive, will be maintained on the campus during the summer. A limited number of students will be assigned to Practice Teaching in the Practice School for the Summer Session. Other conditions being equal, preference will be given to applicants in the order of their enrollment.

### **Entertainment**

Lectures by prominent educators and other noted speakers, musical programs, and other special features will constitute a part of the Summer Session program. All these forms of entertainment will be free to members of the Summer Session and their friends.

### **Schedule of Classes**

The Summer Session program of classes will be as follows:

- 8:00- 9:30 first period
- 9:30-11:00 second period
- 11:00-12:30 third period
- 12:30- 1:30 luncheon
- 1:30- 3:00 fourth period

### **Location**

West Chester, located among the beautiful hills of Chester County, has a population of about 13,000 and is preeminent for its healthfulness, and the culture and intelligence of its people. It is about twenty-five miles from Philadelphia, being connected with that city by electric cars that run every half hour. It is also connected with Philadelphia by the Pennsylvania Railroad, via Media. Buses make Lenape and Kennett Square accessible, as well as Downingtown and Coatesville. The Chester Valley Bus Company connects West Chester with Reading, Paoli, Valley Forge, Phoenixville, Media, Chester, Wilmington, Atlantic City, and many other points. Concrete highways make it possible to reach West Chester easily and comfortably by automobile.

### **Advantages of Location**

The proximity of West Chester to Historic Philadelphia enables students to enrich their courses and add to the value thereof by visits to well known shrines and institutions, such as Independence Hall, Carpenters' Hall, The Betsy Ross House, the Benjamin Franklin Memorial, The William Penn House, The Pennsylvania Museum of Art. The Academy of Fine Arts, The United States Custom House, The United States Mint, The Zoological Gardens, The Franklin Institute, and the Academy of Natural Sciences. Philadelphia's fine musical organizations afford opportunities to music lovers to hear the best concerts and operas.

## Grounds, Buildings, Equipment

The State Teachers College is located in the southern part of the Borough of West Chester, on a campus of seventy-two acres. Among the buildings are a new Recitation Hall, which is nearing completion. It is modern in every respect and affords the best opportunities for classroom work; a beautiful Library, housing 30,000 well selected volumes of reference books; two Gymnasiums, one of them recently completed, equipped with modern apparatus, a Demonstration School where the best theories of education are demonstrated in practice; a Power House and Laundry; a large Dormitory for women students; a Dormitory for men students; a new Auditorium and Administration Building, erected in memory of the late Dr. George Morris Philips, a former Principal, considered by good judges as one of the finest buildings of its kind in the country; and the President's residence.

### POST SUMMER SESSION—JULY 31 to AUGUST 19

The college will again offer a special post session for three weeks, July 31 to August 19, following the regular summer session. In this session it will be possible for a student to earn three semester hours of credit.

Accommodations may be secured in the college dormitories at the rate of \$7.00 a week for room, meals, and laundry.

The contingent fee for courses will be at the rate of \$5.00 per semester hour of credit. There will be an Activity Fee charged during the post session. The charge will be \$1.00.

The informality of the session last year was particularly enjoyable and the values received by those who attended were such that we have planned a larger number of courses and activities for this year.

### POST SUMMER SESSION COURSES

For the Post Session, the College will offer courses from the following list. A minimum of 10 students will be required for the organization of a class. Additional courses may be added as requested by those attending the regular summer session.

#### ART

	Credits
Art I -----	2
Art II -----	1½
Handicrafts -----	2



## **EDUCATION**

Psychology I .....	3
Guidance .....	2
Educational Measurements .....	2
Supervision in the Elementary Schools .....	3

## **ENGLISH**

Literature I .....	3
Literature II .....	3
English I .....	3
English II .....	3
English III .....	3

## **GEOGRAPHY**

Climatology and Meteorology .....	3
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## **SOCIAL STUDIES**

American Government .....	3
Teaching of Social Studies .....	3
U. S. History II .....	3

## **SCIENCE**

Biological Science II .....	3
Physics II .....	4
Physical Science I .....	3
Field Biology .....	3



## Application for Admission

Application for admission to the 1939 Summer Session may be made by filling in the lower half of this page and mailing it to the State Teachers College, West Chester, Pennsylvania.

Each student should see to it that his or her high school record is on file at the college before the opening day of the Summer Session.

Date\_\_\_\_\_

Name \_\_\_\_\_  
Last name first

Address \_\_\_\_\_  
Number and Street Town County State

Graduate \_\_\_\_\_ High School \_\_\_\_\_ (Year)

College Attended \_\_\_\_\_

1. \_\_\_\_\_

List Subjects Desired 2. \_\_\_\_\_

Regular Session 3. \_\_\_\_\_

4. \_\_\_\_\_

Classification:—Check the one that applies:

☐ Renewal of Partial Elementary Certificate.

☐ Candidate for Permanent Certificate.

☐ Completing 2-year Curriculum.

☐ Candidate for B.S. Degree.

☐ Renewal of State Standard Limited Certificate.

☐ Extension of College Certificate to Special Field.

Would you be interested in a Post Summer Session of 3 weeks,  
July 31 to August 19?

Yes\_\_\_\_\_ No\_\_\_\_\_

What course would you be interested in for a Post Summer School  
Session?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

TEAR ALONG THIS LINE



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